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Unesco Pays Tribute to Albert Einstein

On His 70th Birthday

8th March 1949.

My dear Professor Einstein,

Your friends and admirers throughout the world today join in good wishes on the occasion of your Seventieth Birthday. May I, in my capacity as Director-General of the United Nations Educational, Scientific and Cultural Organization, join my good wishes with theirs.

At the same time, I send you the tribute which has been written at the invitation of UNESCO by Professors Arthur Compton, Niels Bohr and Jacques Hadamard. Many radio stations throughout the world will be broadcasting this on your birthday. Please accept it as the homage which UNESCO and the world pay to you as a man who has widened our horizons and broadened our lives, between men and men and between peoples and peoples, on which alone an enduring peace can be built.

With all good wishes on behalf of men of goodwill everywhere,

I am, my dear Professor,
Yours sincerely,

JAIME TORRES BODET.
Director-General.

The above photograph, taken on the day preceeding Albert Einstein's 70th birthday, shows the expounder of the theory of relativity relaxing in his home, at Princeton, New Jersey. Since 1933, Einstein has been at the Institute for Advanced Studies in Princeton.

Special Unesco Programme

ALBERT EINSTEIN was born seventy years ago, on 14 March 1879, in Germany. When he was still a boy, his family moved first to Switzerland and then to Italy. He wasn't a very bright boy. He didn't care for any school subjects, except mathematics; and he disliked the discipline of German schools enough to run away at least once. He had some difficulty in qualifying to take a degree. And the best job he could get was as a minor official in the Swiss Patent Office.

That is what Einstein was in 1905: a junior Swiss patent official. But that year, 1905, was his **annus mirabilis**, his wonderful year. In that year, at the age of 26, he published a series of papers which made outstanding advances in three quite separate branches of physics. The most famous of these was his first paper on Relativity. In ten years from 1905, Einstein created a revolution in physics. He became at the same time a recognized leader and the **enfant terrible** of science.

FOR the seventieth birthday of Albert Einstein, the greatest scientist of our generation, and one of the great men of our time, Unesco prepared a special radio programme for its "World Review".

The persons whom Unesco invited to pay this **Tribute to Albert Einstein**, the man, the scientist and pioneer of the human spirit, are themselves leaders of science in our day: the famous American scientist and educator, Dr. Arthur Compton; the distinguished French mathematician, Professor Jacques Hadamard; and the great Danish physicist, Niels Bohr. But they speak not for science alone but for all humanity. The homage they pay is to the man and the pioneer rather than the specialist. And they speak of Einstein, and to Einstein, not as specialists but as friends.

EINSTEIN has always been an international man. He was international by temperament, and like every scientist he was international by training; because science is the oldest of all international brotherhoods. Science speaks a universal language, which is built up of the contributions of men of all ages and of all nations. Einstein's work is unthinkable without that of his predecessors, ancient and modern, German and Russian, European and American.

Unesco has asked Professor Niels Bohr of Denmark, to put his work into this international perspective. Neils Bohr won the Nobel Prize in 1922, the year after Einstein. He is with Einstein the greatest physicist living, and it is characteristic of him that his work has been done in many parts of the world and with men of many nationalities.

THE INTERNATIONALIST

By **Professor Niels BOHR**

IT is most natural and appropriate that the United Nations Educational, Scientific and Cultural Organization should pay a tribute to Albert Einstein on the occasion of his seventieth birthday. Indeed, for the whole of humanity Einstein's name stands pre-eminently for that search to extend our knowledge and deepen our understanding which is not only the spirit and object of science, but which forms the very foundation of all human civilization.

Through Albert Einstein's work the horizon of mankind has been immeasurably widened, at the same time as our world picture has attained a unity and harmony never dreamed of before. The background for such achievement is created by preceding generations of the world-wide community of scientists and its full consequences will only be revealed to coming generations.

Man's endeavours to orient himself in his existence beyond the immediate necessities of life may be traced back to the widely spread birth-places of our civilization like Mesopotamia, Egypt, India and China and, above all, to the small free communities in Greece, where arts and science rose to a height unsurpassed for long ages. During the Renaissance, when all aspects of human culture again flourished, most intense and fruitful contacts between scientific endeavours all over Europe took place, as we are reminded by the names of Copernicus, Tycho Brahe, Kepler, Galileo, Descartes, Pascal and Huygens, men of many countries whose achievements created the basis of the edifice of which Newton's genius is the pinnacle.

New Insight

THE great advance of natural philosophy at that time, which came to exert a deep influence on all human thinking, consisted above all in the attainment of a rational description of mechanical phenomena based on well-defined principles. It must, however, not be forgotten that the idea of absolute space and time formed an inherent part of the basis of Newton's work and that also his well-known concept of universal gravitation constitutes an element so far not further explainable.

It was just at these points that Einstein initiated quite a new development which, in an unforeseen manner, has deepened and rounded our views and given us new insight and power of comprehension.

The way leading to this turning point was paved by the development during the nineteenth century, of our knowledge of the electromagnetic phenomena which has brought such a great increase in human facilities and created the modern means of world-wide communication.

This development was furthered by an ever more active international co-operation, the extent of which is recalled by such names of many nations as Volta, Cersted, Faraday, Maxwell, Hertz, Lorentz and Michelson. Gradually, however, the growth of knowledge in this new field disclosed more and more clearly the difficulties and paradoxes inherent in absolute space-time description.

A quite new outlook was here opened by the genius of Einstein, who changed the whole approach to the problems by exploring the very foundation for the description of our experience. Thus, Einstein taught us that the concept of simultaneity of events occurring at different places was inherently **relative**, in the sense that two such events which to one observer appear simultaneous, may seem to follow each other in time from the standpoint of another observer.

This recognition of the extent to which the account of phenomena depends essentially on the motion of the observer proved, in the hands of Einstein, a most powerful means of tracing general physical laws valid for all observers.

In the following years, Einstein even succeeded in attaining a viewpoint wide enough to embrace the gravitational phenomena, by extending his considerations to the comparison of the effects experienced by observers with accelerated movement relatively to each other. Out of Einstein's novel approach to the use of space and time concepts grew gradually a wholly new attitude towards cosmological problems, which has given most fertile inspiration for the exploration of the structure of the universe.

Although simplicity and beauty are the principal marks of Einstein's fundamental ideas, the detailed treatment of complex problems often demands the use of abstract mathematical methods like non-Euclidean geometry. As often before, it has here been most fortunate that such tools were ready as the fruit of the work of older mathematicians.

(Continued on page 7)

IS A WORLD COUNCIL of Philosophy Really Necessary?

By Robert FAWTIER

Professor at the Sorbonne.

At the Palais des Académies in Brussels, M. Camille Huysmans (standing), Belgian Minister of Public Education, is seen addressing an audience attending the inaugural session of the International Council for Philosophy and Humanistic Studies. At extreme right of table, M. Jean Thomas, Assistant Director-General of Unesco for Cultural Affairs.

ON January 18, an International Council for Philosophy and Humanistic Studies was founded in Brussels.

Sceptics may smile on hearing of the creation, of another organization and of the forming of a new international council and may ask themselves what good all this will do. They may even smile at the mention of humanistic sciences. For to many of them the human sciences, which study Man, his moral behaviour and the various manifestations of his mind, are not sciences at all.

And then, too, they may probably say that in our age of the practical application of science and of the mastery of matter over mind, the human sciences are of no importance or interest whatever.

It is, of course, true that the natural sciences have for more than a century made unquestionable advances, and have pursued their research and practical applications to such a point that we are sometimes tempted to believe that their potentialities are unlimited and their work in the world unique. But what is not always realized is that the results of these sciences, and indeed the sciences themselves, are in the last resort only manifestations and products of the human mind.

If we examine the matter, we are forced to admit that it is man himself, either individually or collectively, who has the command of these sciences and of their results, and that upon him, and him alone, depends the use that is made of them; that it is through him, and him alone, that their discoveries will prove a blessing to mankind or, alternatively, its utter destruction.

We see, therefore, that there is after all a certain value in knowing about Man, on whom the natural sciences have conferred powers which primitive times reserved for the Divinity alone.

Now, it is this Man which the human sciences study. Little by little, these sciences have revealed to us the secret springs of human action. It is through them that we can discover how individuals and human communities react. Finally, they are the means by which we can, if not establish certainties, at least determine with a fair measure of preciseness, Man's potentialities of action, either as an individual or as a member of a community.

The physicist, in splitting the atom, suddenly unleashes forces the powers of which frighten even those who have discovered them. However, if we allow ourselves to be impressed by these immediate practical results, what shall we say of the thinker or worker in the human sciences who elaborates a theory the social application of which is ignored or even despised, but which may one day transform man?

The answer will no doubt be that a meeting of philologists or linguists, of historians or folklorists has only a very relative immediate interest, and that the results these research workers obtain will be applied only in a more or less distant future.

Outmoded View of Life

Such an attitude is simply the survival of a largely outmoded view of life. The means of spreading knowledge have become so rapid that we cannot say how long it will be before a particular theory discovered by the study of human sciences will take effect.

In the past, and not a very remote past, it took weeks and months to travel a few thousand miles. Now it takes a single day. Formerly it took months, years, centuries almost, for an idea conceived and formulated at one end of the world to reach the other end; now it takes a second. That is a point of some importance.

Should we expect the scholars emerging from their recent meeting in Brussels to solve all the problems of the human sciences over night? They would be the first to laugh at such a suggestion. What they want to do first of all is to learn to work together.

The human sciences have as their subject Man, a creature of infinite diversity. But they are studied by men who, perhaps because of the very nature of their studies, tend to work in isolation. Teamwork may be perfectly natural to chemists and physicists and to all natural scientists, but for the human scientist it represents something against which he has a tendency to revolt. Thus, too, work in the human sciences is often carried on with the idea that it will be linked up only in infinity.

And yet how often, during research in a specific field, are we not obliged to cast a glance at what is happening in parallel disciplines? The truth is that at the present time there is no way of knowing what is being done in related fields of the social sciences without much waste of time and effort.

Each of the human sciences has its own separate method and rarely troubles about the methods used in the other human sciences. Thus one finds that human scientists very often "re-discover" things which have already been discovered in neighbouring fields.

The first goal of the newly created Council for Philosophy and Humanistic Studies is therefore to establish contacts between scientists working in different fields and to inform them of what is being done in similar or related fields devoted to the study of Man. If in this way we could break down the water-tight compartments between the different disciplines, research work in the humanities would be made considerably easier. An observation made by an anthropologist is often valuable to a linguist; a discovery by a linguist may teach the historian that his enquiries are along the right lines; a particular feature in folklore throws light on the literary heritage of mankind.

In order to make serious progress, the human sciences need crossfertilization. Up to the present there has been little or none of it, and for that reason a clearing-house of information on all that is being done in this enormous field of world-wide intellectual activity cannot fail to be of value.

Finally, the human sciences—precisely because of the difficulty they have in discovering truth—offer another advantage for the human mind. The materials they use cannot be isolated in a test-tube, or be subjected to chemical analysis, or broken up or bombarded by electrons. Their great merit—we might almost say their superiority over the natural sciences—is that even if they arrive at the truth they are never sure of possessing it. Hence that constant intellectual research, that ceaseless criticism of work already done, that constant criticism of the materials to hand.

In those who practise these sciences all this develops a mentality which is sometimes exasperating, but which is none the less essential. The critical spirit is a product of the human sciences, and it is the critical spirit which makes of man what he must be if he is to be worthy of that high title: a being who does not accept all that he is told, who does not do everything that he is ordered, and who reflects before he acts—in a word, a being who is free.

That is why those systems which want to reduce man to the function of a machine or animal do not encourage the development of the human sciences. What they want is human material which does not think, because—if it did—it might come to see that those in command are not so much to be feared as they imagine. The critical spirit and liberty are indissolubly bound together. For that reason it is possible that, by encouraging the establishment of a Council on Humanistic Sciences which hopes to give these sciences a fresh impulse and unite in common action all those who make moral man the subject of their studies, Unesco may have done the best service to its own cause, namely, to give man his intellectual freedom, his only true freedom, and the only possible basis of peace.

Anthropologists Plan International Body

Anthropologists and ethnologists are planning to set up their own international organization so that they can join the International Council for Philosophy and Humanistic Studies, which was created in Brussels on January 18th, under the auspices of Unesco.

A small working committee whose members come from Austria, Belgium, Denmark, Great Britain, Holland, Italy, Switzerland and the United States, is to meet at Unesco House from March 24th to 26th, to draw up the terms of the organization's constitution.

When formed, it will replace the International Congress of Anthropological and Ethnological Sciences, which has so far arranged the meetings of experts in these fields of the Human Sciences.

Unesco is encouraging and assisting the establishment of the new organization so that the scientists it will group can work more closely with other human scientists already collaborating through the International Council for Philosophy and Humanistic Studies.

Jean Cassou and Monroe Wheeler Aid In Unesco Art Catalogue

M. Jean Cassou, Curator of the Paris Musée d'Art Moderne and Mr. Monroe Wheeler, Vice-Chairman of New York's Museum of Modern Art are helping Unesco to prepare an illustrated catalogue of high-quality art reproductions, from 1860 to the present day.

From over 1,000 coloured art reproductions in Unesco's Archives, the two experts will make a final selection which will be used to illustrate the catalogue, the introduction of which will be written by M. Cassou.

Unesco Reports Educational Needs of M. E. Refugees

THE educational and cultural needs of over 800,000 war refugees in the Middle East are described in a report by Mr. P.N. Kirpal, Deputy Secretary at the Indian Ministry of Education, just issued by Unesco. Mr. Kirpal recently completed a survey for Unesco on conditions in the refugee camps in Egypt, Iraq, Transjordan, Syria, Lebanon, Palestine and Israel.

"The most urgent task", Mr. Kirpal states in his report, "is the fight against hunger, cold and disease and, in the midst of this suffering, it may seem fantastic to think of introducing a plan for education and culture. Yet there is no doubt that an educational programme should be planned and implemented at once. Very little is being done at present."

Mr. Kirpal adds: "A well-designed programme can raise the refugees' morale... ond morale is the most important factor in the present situation... all the teachers required can be found among the refugees."

Unesco has already allocated 15,000 dollars to finance a limited educational programme and hopes to obtain 40,000 dollars in cash or educational materials from other organizations. In co-operation with the United Nations Relief for Palestine Refugees and other voluntary organizations, Unesco is seeking to provide education for the 200,000 school age refugees and to fill the educational needs of the adults.

PRINCIPAL UNESCO PUBLICATIONS

Unesco and Adult Education

Universities in Need

Some Suggestions on Teaching About the United Nations and its Specialized Agencies

You and Unesco

Study Abroad : International Handbook for Fellowships, Scholaiships and Educational Exchange

PERIODICALS

Unesco Bulletin for Libraries

Quarterly Bulletin of Fundamental Education

Copyright Bulletin

Unesco Official Bulletin

Reconstruction Newsletter

Unesco Essay Contest Deadline Extended

The closing date of Unesco's two essay and poster competitions, launched last September for school-children, has been extended from July 1 to September 1, 1949.

The first is open to students between 15 and 18 years of age and the second to those from 12 up to 15. Entries may be submitted in either of two forms—an essay between 1,000 and 2,000 words, or a poster not exceeding 48 x 66 cms.

The essays and the posters submitted should be sent to the Ministry of Education in each country or to any other address specified by the Member State concerned.

Results of the competitions will be announced at Unesco's General Conference in the Spring of 1950. An exhibition of the winning entries will also be arranged at the same time.

BOOK COUPON SCHEME PROVING A SUCCESS

March 3rd, 1949.

Students Union
St. Andrews University
Fife
Scotland

Dear Miss Fairbrother,

Thank you for your letter of the 24th February. The information you requested is as follows:

(1) Book - "Harnessing The Earthworm". Author - Thomas J. Barrett. Publisher - Humphries. Price of book - $2.50. Postage on book - 25 cents.

(2) Book coupons to a total amount of $2.75 in payment for book and postage have been sent, made up as follows:- two coupons to the value of $1 each, and three coupons to the value of 25 cents each.

...When I made my order I was only aware of the name of the author and the approximate title of the book and not aware of the proper price. In consequence of this I received a letter within a short space of time from the executive secretary of the American Booksellers Association informing me of the full title of the book, the name of the publisher and the fact that I had sent book coupons which were not of sufficient value to cover the cost of the book. I have now sent the balance... Because of the prompt reply from the American Booksellers Association, the additional delay caused by my lack of knowledge of the full title of the book and its proper price will only be about one month...

I hope that when the first allotment of dollars for the operation of this scheme is expended that the scheme will not be allowed to come to an end, as in view of the long delay between ordering in this country a book published in the U.S.A. and the delivery of the order, and even in many cases the inability of booksellers to make delivery of orders placed, it is extremely necessary that this scheme be kept in existence.

Yours Sincerely,

D.G. MacBean

First Coupon Customer

Mr. D. G. MacBean, a student of St. Andrews University in Scotland, became the first Book Coupon customer to pay for a book ordered from the American Booksellers' Association. We publish, above, part of a letter Mr. MacBean wrote to a Unesco staff member explaining how he ordered his book and expressing the hope that the Book Coupon Scheme will be continued.

Readers in England who encounter difficulties in obtaining foreign books and periodicals are advised to apply immediately to: Unesco Book Coupons, c/o Book Tokens Ltd., 28 Little Russell Street, London, W.C.1.

Book Coupons can be used for the acquisition of books in Czechoslovakia, France, Switzerland and the United States.

A few weeks ago the American Booksellers' Association received the first Unesco Book Coupon as payment for an order from Mr. MacBean, a student at St. Andrews' University, Scotland. He wanted and had awaited in vain for some time a copy of a scientific work called "Harnessing the Earthworm".

He wasn't sure of the title and didn't know the price but, as the author was given correctly, the American booksellers managed to track down the book and send it on to Mr. MacBean. He paid for his coupon in shillings and pence but the American bookseller supplying the book received payment in dollars and cents, without any assistance from a bank or exchange office.

But why was this necessary? Currency has been the difficulty. Even if there were any rich scholars and libraries in countries with weak currencies, they would find it very difficult to buy publications from abroad. It's not a question of price. For a university library in Poland it has been at least as hard to get a scientific paper priced fifty cents from the United States as the last edition of the expensive Encyclopaedia Britannica.

Although books and periodicals are the life-blood of a country's cultural life, they must take their place in the long queue of applicants for slices of the foreign currency available. In most countries this total is now very small indeed and scientists and scholars must compete with the general demand for food-stuffs and consumer goods, and with industry's need for machinery and raw materials.

An International Publications Bank

FROM its very first days Unesco has been aware of this problem—the key to educational reconstruction and cultural interchange. Plans for some kind of international publications bank were brought forward, and these ripened, in 1948, into the Unesco Book Coupon Scheme, through which individuals and institutions can now buy, in their own currencies, required foreign publications in the fields of education, science and culture.

In December 1948 Unesco distributed about one hundred and fifty thousand dollars worth of book coupons to thirteen countries. Part of this distribution was a gift for reconstruction, but most of it was paid for by the receiving countries in sterling or French francs. The coupons are then sold in each country to deserving book-users, and paid for, by them, in the national currency. Thus purchasers are able to order the books they need from hard currency countries, like the United States.

Mr. MacBean, the system's first client, bought a coupon from the British distributing body and sent it on to the central selling organization in the United States. Unesco paid the American bookseller in dollars and will, itself, receive sterling to the same amount.

Who then, you might ask, is the loser? Nobody, although Unesco backs the scheme with a hard currency reserve of one hundred thousand dollars. Unesco plays the role of clearing-house and doesn't even have any overhead expenses as the personnel needed to operate the scheme are paid out of a five per cent surcharge on coupons sold.

He receives the books.

By-Passing the Barriers

THE National Central Library in Florence, Italy, which suffered heavy losses during the war, has sent in an order of more than three thousand dollars for French books, otherwise unobtainable.

A few weeks after the first issue of the coupons American booksellers received orders for about eight thousand dollars, of which ninety-five per cent are for scientific and technical periodicals, indispensable tools for the researcher.

It is being realized more and more that the main hindrance to what is generally called the free flow of ideas and the interchange of culture is an economic one. In their way the Unesco book coupons by-pass this barrier and give the student in Bombay a chance to get the latest work on soil erosion from Harvard, enable the scientist in Budapest to receive a newly published paper on nuclear physics from Paris. Now a humanist in Czechoslovakia can follow the latest developments in Shakespearian research and criticism in England.

Unesco's book coupon scheme, although only run as an experiment in 1949, has already been acclaimed a success in many countries as a practical and efficient means of breaking through one of the highest barriers to the free flow of books. Unesco now has it in mind to develop and broaden the scope of the scheme, and to include other educational aids in the operation.

[The above article was taken from the new weekly radio programme, "Unesco World Review".]

Canada, United States Set Up Book Exchange Centres

By
Dr. J. ZUCKERMAN
Head, Unesco's Clearing House for Publications

UNESCO has stressed for a long time that surplus books and periodicals, which normally go to paper-mill for re-pulping, should be made available to libraries and other institutions in other countries through a system of exchanges and gifts.

During a trip last January and February to the United States and Canada, for Unesco, I was able to see that this system has now become a reality. In the past few months, two book centres have been set up in Washington and Halifax to carry out this work.

The first, the United States Book Exchange Inc. (U.S.B.E.) was established through a grant from the Rockfeller Foundation, to carry on the work formerly done by the American Book Centre. In addition to exchanging publications with other countries on the basis of two U.S. items for one from overseas, it will send free publications to needy institutions in war-damaged countries.

When I visited Washington in February, only a few weeks after the U.S.B.E. had asked American libraries for their surplus publications, over half a million volumes had already been received.

In collaboration with Miss A.D. Ball, U.S.B.E.'s Administrative Director, I was able to draw up a plan for the distribution of publications and the co-ordination of the Centre's work with that of Unesco. Under this plan, still to be approved by U.S.B.E., publications will be listed according to subject matter and sent to libraries interested in a particular field. The allocation will be made on a rotating scale so that a different library will have priority on items in each new list sent out.

I realized the considerable progress made in the past 15 months when Unesco was still quite inexperienced in all matters concerning large-scale distribution of books. Now, it is able to give guidance and up-to-date information on such questions as needs and shipping facilities, etc.

Above, new Canadian Book Centre, established on February 4 in Halifax is aiding war devastated librairies to obtain or exchange needed books and periodicals.

Prior to my visit to Washington, I attended the opening of the Canadian Book Centre, which was set up in Halifax jointly by the Canadian Library Association and the Canadian Council of Reconstruction, through Unesco. It will supply free publications to war-damaged countries, and when it opened on February 4th had already collected 30,000 books and periodicals. By the end of 1949 it hopes to have dealt with 500,000 volumes.

In co-operation with Mrs M.N. Reynolds, Director of the Centre, I drew up a distribution plan which is being considered by the Book Committee in Ottawa, similar to that for the Washington Centre. This provides for lists of publications to be sent to institutions whose names have been supplied by Unesco. From requests received, Unesco would then submit a tentative allocation list to the Centre.

Although the Centre was set up as a short-term reconstruction service, it is hoped that Canadian librarians will decide to maintain it as a permanent centre for book exchange and distribution.

A good example of the way it could help Canadian libraries was given at the opening ceremony, when a librarian of the Canadian National Research Council came across some technical periodicals which her library had been trying in vain to obtain for years.*

Book Coupon Echoes

Unesco proposes to continue its book coupon scheme by making a further 250,000 dollars available as "hard" currency backing when the present experimental period ends this year. It is also hoped to find other sources of "hard" currency, so that the scheme can be extended still further.

* * * *

Switzerland has just agreed to participate in the scheme as a bookselling country. This brings to five the number of "booksellers". The other "bookselling" countries already taking part are the United States, Great Britain, France and Czechoslovakia.

* * * *

Unesco is planning to use its four Science Co-operation Offices at Montevideo (Latin America), Shanghai (Far East), New Delhi (South Asia) and Cairo (Middle East) as distribution centres for the Book Coupon Scheme. A supply of coupons for sale will be allocated to each Office.

* * * *

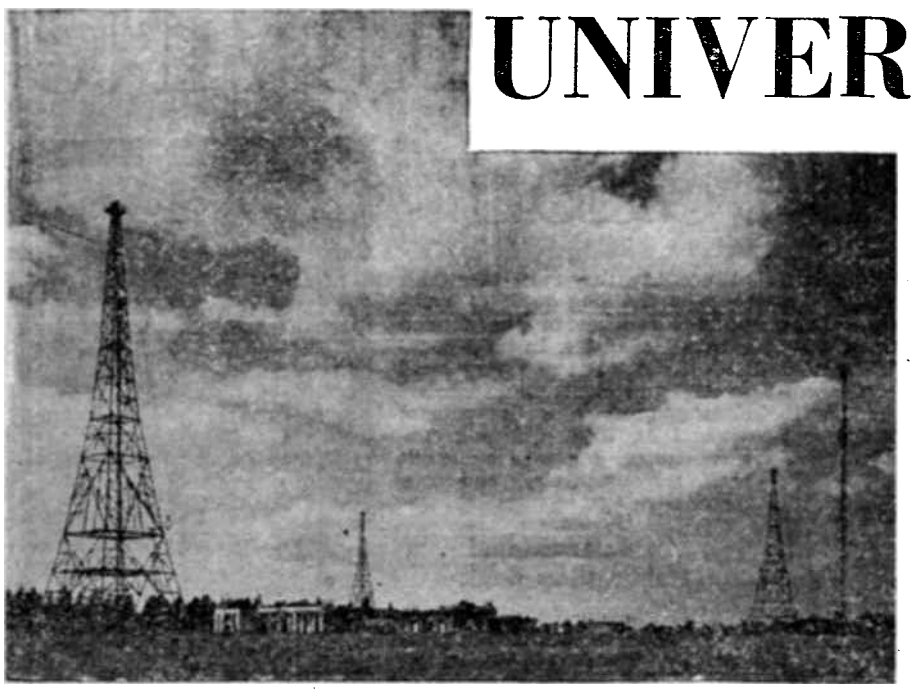
Hungary, which has been granted a supply of coupons for free distribution, has now made an official request for an allocation of coupons to be placed on sale in the country.

* * * *

The Pan American Union is considering a plan suggested by Unesco for extending the book coupon scheme to Latin American countries. These would pay for the coupons in local currencies which the Pan American Union could then use for travel and other needs in Latin America. Under this plan, Unesco would receive dollars for the coupons sold.

* * * *

Unesco is studying a plan whereby American libraries would use book coupons to buy publications abroad. Unesco would be paid in dollars, thus permitting more book coupons to be issued.



UNIVERSITY OF THE AIR

Radio Organizations Agree On Plans For Series of World University Programmes To Start Next October

THE idea of setting up a World University of the Air, which was originally broached at Unesco's First General Conference in 1946 and developed as a more specific project by Dr. Alvarez y Fuentes, of the Mexican Delegation at the Unesco Conference in Mexico City the following year, may soon become a reality.

Meeting in Nice last month at the invitation of the French National Broadcasting Service, representatives of radio organizations from twelve countries approved plans for a series of World University programmes to be started in October. Representatives from Unesco, "The Voice of America", and the International Broadcasting Organization were also present.

In a message to the delegates Dr. Torres Bodet, Unesco's Director-General, said "nothing could come closer to Unesco's aims than the initiative you have taken... the words 'University of the Air' embody our most important concepts while illustrating the means we have to bring them to life".

"We are convinced", he said, "and your meeting demonstrates an identity of views, that knowledge is as vital to man as food.

"This University of the Air you wish to create will be available to all listeners. What is even more important is that they should wish to listen, for what is needed to-day is that the most ordinary people should have access to the knowledge which is their right. We must not be afraid to use the word popularization."

The French Radio Network has already given a lead to other countries in this field by organizing 60-minute international broadcasts, each comprising four or five talks.

In these programmes, which have been going on since January 8th, eminent scientists, humanists and men of letters from many countries have been discussing such subjects as genetics, human rights, atomic energy and the literature of different countries.

The Nice Conference agreed that the international programmes to be broadcast should be on similar lines to the French ones, dealing with discussions on scientific and social questions, art and literature. For the initial programmes it chose the subjects of cancer, food, child development and education and a comparative study of how the characters of Faust and Don Juan have appeared in the literature of different countries.

Unesco to Aid in Preparing Programmes

Unesco and other specialized organizations are to co-operate in the preparation of the programmes by supplying material, and suggesting subjects and speakers to the secretariat, for whose work the French Radio Service has agreed to be responsible during the University of the Air's first year of activity.

Materials, texts and recordings will normally be sent out in English and French but also, when specially requested, in other languages.

Radio organizations will be able to choose the programmes they wish to broadcast and are expected to inform the secretariat of their agreement or comments on the plans before June 1, and also to make their requests for programmes before this date.

The Nice Conference referred to Unesco's production of special recordings and scripts of the type suitable for University of the Air broadcasts and congratulated the Organization on its initiative in preparing the 30-minute Einstein programme, which has now been broadcast in the Unesco World Review service, and which is presented in this issue of the *Courier*.

AT PARIS HEADQUARTERS

Unesco Initiates Fortnightly Student Evening Discussions

As part of its 1949 plans to interest youth in its aims and work, Unesco has organized a series of "Student Evenings" in the form of lecture-discussions for the benefit of young people of all nationalities who are studying in Paris.

With the backing of French university authorities and the co-operation of student organizations in Paris, the first of these gatherings was held at Unesco House on March 9, when Unesco welcomed about 250 students to a discussion of the question: "Should There Be a World University?"

Before the opening of a general discussion, short statements on the subject were made by Professor Georges Scelle, Professor at the Faculty of Law in Paris, M. Roger Lutigneaux, Director of French Educational Broadcasts, and two students from the Institute of Political Studies.

Other subjects to be discussed at "Student Evenings" on March 23 and April 6, and which were voted by the members themselves, are "Orient and Occident—unity or diversity of cultures" and "The effect of Illiteracy on International Relations" respectively.

Unesco hopes that these "Student Evenings" will serve to stimulate similar student activities and interest in international affairs, through National Commissions in its other Member States.

New Indian Radio Stations

Three new broadcasting stations are to be opened in India during the month of March 1949. They are situated at Admedahad, Hubli and Calicut, all of which are on, or near, the West Coast. This will mean that ten new transmitters have been put into operation in India during the last eighteen months.

Three members of Unesco's Natural Sciences Department speak to American listeners from Paris during special "Science Service" radio programme organized by Mr. Watson Davis (left) for Columbia Broadcasting System.

67 NATIONS DISCUSS FUTURE OF SHORT-WAVE FREQUENCIES

FOR the past five months, representatives of 67 countries have been meeting in Mexico City to discuss a question that concerns radio listeners all over the world—the future of short wave broadcasting.

Since 1938, when short waves, or high frequencies, were last allocated at an international Conference in Cairo, the number of countries actively engaged in short wave broadcasting has increased from 20 to 80, and the number of short wave stations from 250 to 800. But, while the needs of modern radio are constantly increasing, the number of frequencies remains stationary.

The resulting competition, in which many stations operated outside their assigned frequencies, has cluttered up the air waves with a great deal of unnecessary interference. The victim has been the radio listener all over the world, who has had to struggle for good reception out of the conflicting voices bidding for his attention.

To make a more efficient, more orderly use of frequencies, in the interests of all, the International Telecommunications Union, a Specialized Agency of the United Nations, has convoked the International High Frequency Broadcasting Conference in Mexico. An earlier world conference, in Atlantic City in 1947, set aside a bloc of some 2,150 kilocycles for this purpose. The job of the Mexico Conference is to establish a plan for allocating these frequencies among the broadcasting services of the world.

Dividing up the frequencies is very much like cutting up a cake when there is not enough to go around. Requests put before the Mexico Conference are far in excess of the frequencies available. How does one decide who gets how much? Should it be according to the size of a country's population? Should large countries that need high frequencies for domestic broadcasts to encompass their vast area take priority over those who claim them for broadcasts to foreign countries? Which countries have a right to the most frequencies for foreign broadcasting?

These are but a few of the difficult questions that have kept delegates at Mexico debating far into the night. At one point, when the conference was threatened with adjournment without adoption of a plan, delegates from the United States, the Soviet Union, the United Kingdom and France rose to say that they were convinced that agreement **could** be reached. The conference by an overwhelming majority headed off the move to interrupt its work.

Unesco has followed the conference with the keenest interest. In response to a suggestion from its Director-General, in a message to the conference, the plenary session adopted a solemn pledge that the frequencies assigned at Mexico would not be used for purposes contrary to mutual understanding and tolerance

The resolution further declares that practical measures will be taken to ensure that short wave broadcasting contributes to the development of international cooperation and peace, and that such measures will be communicated to the United Nations, including Unesco.

Thus, quietly, almost unnoticed amid the stories of conflict in today's newspapers, the nations of the world have joined together in a code of conduct that would make radio, not an instrument of psychological warfare, but a voice in the service of peace.

Television in the U.S.A.

The recent progress of television in the United States was commented on by M. Borge Michelsen, of Unesco's Popularization of Science Division, following his return early this month from a mission to that country.

"At the beginning of 1948", M. Michelsen said, "there were only 17 television stations on the air and some 200,000 receiving sets in use. While I was in America, the Mid-Western network was hooked up, through a co-axial cable, with the Eastern network, and it is estimated that at least 400 stations will be on the air within two years and that by the end of 1953, 18 million receiving sets will be in use.

THE VOLUNTARY WORK CAMP

A Rewarding Adventure for Peace With Youngsters from Many Lands

WHEN, in 1920, a Swiss engineer named Pierre Ceresole thought up the idea of the International Voluntary Work Camps and created the Voluntary Service for Peace, he could hardly have foreseen how his idea would gather strength and grow into a world-wide movement.

Little by little, the new association gathered forces in Switzerland, England, France and other countries in Europe and even in far-off India. Soon other groups—such as students and Quakers and Youth Hostellers—became interested and organized work camps in France, in mining areas in England and in Northern Norway.

They did everything: constructing, helping poor communities, cleaning up flooded areas.

From the Arctic to North Africa

SINCE Pierre Ceresole died in October, 1945 the International Voluntary Work Camp movement has spread from the Arctic Circle to North Africa and from the Atlantic to the Black Sea.

In 1948 alone, over 135 Voluntary Work Camps were organized, and have been helping in the reconstruction of Europe. With volunteers enlisting in increasing numbers, a total of 950 camps has already been announced for 1949.

Volunteering their summer vacation each year, thousands of young men and women have assembled in large and small groups to join hands in a common project of construction or reconstruction, erecting schools and hospitals, building Youth Hostels, roads and railways.

The Yugoslav Railway

LAST summer in Graz, Austria, for example twenty-five work camp volunteers, of eight nationalities, under the leadership of a 23-year-old Swede and an English girl of 18, transformed an old castle into a training centre for school teachers.

During 1947 in Yugoslavia, 5000 volunteers constructed 247 kilometres of railroad from Samac to Sarajevo in 228 days, moved over 5,000,000 cubic yards of earth, built 17 bridges and dug nine tunnels.

In the same camp 20,000 illiterates were taught to read and write by holding one-hour classes every day after work.

In the State of Utah (U.S.A.), camp Workers built school dormitories and organized a recreational programme for the Navaho Indians living in the region.

Last year, other volunteers from the U.S.A., England, France, Finland, Australia and Austria all worked together to repair a dyke in Holland. They set up their "camp" on a houseboat. Rapidly they came to understand that differences in cultures can be reconciled and that similarities among people are far stronger than the differences.

The common aim of the Work Camp movement is to help build the peace, or as some of the camps themselves have expressed it, "build peace through small international groups of volunteers working, living and learning together".

Work Camps vary in size and type of work. Some are large, with thousands of volunteers pooling their efforts for some important job, such as the Youth Railway in Yugoslavia referred to above.

Numerous examples are however provided by the smaller groups of 30 to 100 volunteers, working on a project of some months with a rotating scheme for volunteers who offer up to four weeks or more of their holidays.

On March 2 and 3, Unesco held a conference in Paris of the organizers of these Voluntary Work Camps. Representatives at international conferences are usually people of mature years. It was quite refreshing, therefore, to see that at this Unesco meeting most of the delegates were in their twenties.

As an observer at the conference described them: "Some were tall, strapping, fair-haired young men. Others short, dark, 'nuggety' types, with a sprinkling of young girls among them." They came from all parts of Europe and America, representing 27 organizations. And they reported on the past year's work of almost 150 international work camps, manned by some 50,000 volunteers.

One association, for example,

explained how it had solved its camp financing problem. Another described results of the first meeting of camp volunteers at the end of the season last year. Another told of the first work camp project in North Africa: canalizing a water supply.

Education Emphasized

THE Unesco conference laid special stress on the educational aspect of work-camps. As the young organizers themselves unanimously agreed, the importance of work camps lies not only in the "very important material contributions to reconstruction and construction work of public interest", but also in the unique possibilities for "education of individual volunteers through community life and common work and through contacts made possible between individuals of varied origin and background", both within the camps and outside.

Addressing the group of work camp organizers, a member of Unesco's Education Department outlined how adult education methods, making use of round-table discussions, newspapers, folklore dances and music, could be applied to the camps. Later many of the young delegates declared that their association intended to place greater stress on organized educational activity during 1949. Some plan a week's seminar just before opening the camps, to form the basis for further discussions during the work period. Other organizations intend to set aside one or two afternoons each week for educational activities in their camps.

Handbook For Work Camps

AT the present time, Unesco is preparing a handbook on camp organization designed to assist inexperienced associations and camp leaders. It will give the results of experiences gained in planning and running different types of camps and will be ready for distribution before the 1949 camp season begins. On the opening day of the conference, Unesco was able to distribute a little pamphlet, just off the press, entitled "In Work Camps For Peace".

Speaking into a Unesco microphone on the afternoon of March 2, Miss Susan Fleisher, an American girl from Philadelphia, summed up her impressions as a delegate to the conference.

"I think that this conference of many groups, working through different methods towards the same idea, is an excellent example of people of the world working together, and I personally find it very exciting.

"... (It) has given all of us an opportunity to meet one another, to exchange ideas about our programmes, and especially to profit from one another's experience. We are finding ways in which we can help each other through an exchange of information and persons.

"We are hoping that Unesco will help us by organizing a study camp for work camp leaders somewhere in Europe, as well as a post-camp conference of volunteers to discuss the results of our work and experience while they are fresh in our minds.

What we would most like to do, sometime in the future, is a project we have been discussing this morning. It is called a "Pilot Project". Each organization would set up, in a selected area, its own work camp as part of an enormous work camp project. In this way we could all contribute to a common project and yet retain our own particular methods of work and organization."

A few minutes later, a Dutch camp organizer, Mr. Meilink, spoke into the same microphone in his native language.

"I sincerely hope", he said, "that this conference and its relationship to Unesco will further the idea of international work camps and will make an appeal to the youth of the world to join hands in an international work camp for peace."

...repairing damaged schools

and construction of bridges

In 1948 alone, International Voluntary Work Camps chalked up an impressive list of concrete achievements on three continents: 32 camps ◎ built playgrounds, youth centres, youth hostels; 48 camps ▲ built or repaired schools and hospitals. 15 camps built railways and roads; 14 camps ◆ undertook farm work; 18 camps ✱ did social work. This year, at least 950 work camps will welcome young volunteers from all countries. Detailed information on the camps may be obtained from the Reconstruction Department of Unesco, 19 Avenue Kléber, Paris, 16, France.

Fundamental Education Echoes

On Marsh 17th an educationist appointed by Unesco will arrive in Mexico City to make a three months' study of Mexico's fundamental education programme. This is in response to interest shown by Fundamental Education circles in the rest of the world in the way that the Mexican Cultural Missions attempt to raise the cultural, economic and educational level of the rural people. Unesco's expert, Mr. Lloyd Hughes, will study this work and will make a report to educators "abroad".

◆

The Colombian Government set up last year a model programme in fundamental education at Viani in the Andes and has asked Unesco to send an expert to assist in this work. Mr. Patricio Sanchez arrived in Colombia in February 1949.

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W. H. O. Stresses Importance Of Joint Action With Unesco

THE year 1949 finds the human race at grips with the gravest and the most desperate task it ever has had to tackle. What is at stake today is, quite simply, humanity's survival. On all of us wherever we live, whatever we are doing, from wherever we come, will depend the answer to this question: will the weapons put at our disposal by modern science spell the end of the human race or the beginning of an era of lasting peace and greater happiness?

The spotlight of the news continues to be focused on various—so far mostly unsuccessful—attempts made in the last three years to unite the world politically.

Meanwhile, there is in all countries a growing awareness that the challenge will be met only if governments and peoples live up to their responsibility to ensure, through effective international co-operation, a decent standard of living to every human being regardless of race, religion or political belief.

Acceptance of such a joint undivided responsibility presupposes, however, the emergence of a true feeling of world citizenship, the willingness of all men to live together as citizens in a world community in which local and national loyalties are compatible with the higher loyalty to humanity as a whole. In order to attain this goal nothing less than a radical transformation of the traditional patterns of both individual and collective human behaviour is needed. In short, fear and insecurity must be radicated as predominant elements in human relationships.

Such a task obviously will be long and very arduous. To accomplish it we shall have to eliminate belief in the superiority of one national or racial group over such—a belief which always goes hand in hand with contempt and hatred of others. We shall have to correct the distorted picture which the majority of people have of the world outside their own little spheres. We shall have to put and end to attitudes which unavoidably lead to resentment, aggresiveness and tensions.

Viewed against this appraisal of our problems today, the contribution which such agencies as Unesco and W.H.O. can make to the solution of these problems can hardly be overestimated. Unesco, which from its inception has recognized that war starts in the minds of men, is devoting all its resources to the use of education, science and all branches of culture as a means for establishing understanding among the peoples of the world and for freeing men from the slavery engendered by insecurity and fear. W.H.O. considers as its specific task to give to all peoples "the highest possible level of health". It also aims at enabling men "to live harmoniously in a changing total environment" and at fostering in "activities in the field of mental health, especially those effecting the harmony of human relations.

THE "Tensions Project" started by Unesco in 1948 is probably one of the best examples of how the two agencies can work jointly for international co-operation. The value of the project for our time is clear from the very definition of its general purpose: to provide a means by which social scientists in all countries may contribute the knowledge and experience of their respective disciplines to the advancement of international understanding. In 1949 and succeeding years Unesco will prepare a series of monographs on the "Way of Life" of the principal nations of the world. It is hoped that the result of such an enquiry will stimulate the sympathy and respect of nations for each others' ideas and aspirations and the appreciation of national problems. Another essential feature of the same project is a combined effort by experts in the fields of sociology, psychology, psychiatry, economics and philosophy to explore the conditions which must be created if attitudes leading to international aggression are to be replaced by those leading to co-operation among the people. The phrase "Tensions project" sounds rather cold, technical and academic. But behind it is nothing less than the mapping out of a concentrated and integrated attack on the causes of the tensions now standing in the way of international understanding.

ANOTHER example of plans which Unesco intends to develop in 1949, with the active support of W.H.O., can be found in the effort to enable Universities and other institutions of higher learning to adapt themselves to the needs of modern society and thus to play their part in the formation of a spirit of true world citizenship in all countries. The foundation for this work was laid in discussions held in Utrecht in the summer of 1948, when University professors from 32 nations studied such vital issues as "the changing role of the university", "the university as a force in world co-operation", "Relations between higher education and the State", etc.

In the beginning of April 1949 an international conference jointly sponsored by Unesco and W.H.O. will meet in Brussels to take concrete steps for the co-ordination of Medical Science Congresses. For the first time in history a permanent Council will be established for that purpose which will see to it that, through the channel of medical congresses (mankind as a whole may benefit from the progress achieved by physicians in individual countries of individual branches of their science.

It is through projects like all of these that Unesco, W.H.O. and their sister U.N. agencies intend to serve the cause which must transcend all our other concerns: the building of a physically and mentally healthy and stable One World.

THE second number of Museum, Unesco's quarterly magazine devoted to significant new developments in the field of museography, has now been published.

Dealing entirely with the educational aspect of museums, the current issue publishes a series of articles in English and French "on important, unusual, little-known or unusually successful and suggestive developments in connection with museums' contemporary role as centres of instruction for the ordinary man."

The present number, which is abundantly illustrated, is divided into four main sections: "Museums Teach"; Educational Display Devices"; Children and Museums"; and "The Film and the Art Museum". In each of these sections, leading specialists from different parts of the world contribute articles showing "the museum in its unique function as a place where one learns by seeing" and as a living expression of man's activities down through the ages to the present day.

Museum **is the successor to Mouseion, a journal published for many years by the Institute of Intellectual Co-operation. The Unesco publication, however, is considerably broader in scope, dealing on a professional level with all types of museums, from art to science and natural history museums.**

Nor is the Unesco periodical devoted only to the scientific side of museum work. It also discusses technical problems of display, exhibitions, the conservation and restauration of paintings, and the philosophy of museums.

The annual subscription rate for Museum **(4 issues or corresponding double issues) is 7 U.S. dollars, 35 shillings, or 1,500 French francs.**

Benefits to Man-in-Street Seen In World Medical Council

NEXT April 4, scientists representing over 50 international medical organizations will gather at the Palais des Académies in Brussels to set up what, to the layman, may sound like a forbidding body: a Permanent Council For the Co-ordination of International Congresses of Medical Sciences.

In reality, this new council may play an important role in making the latest results for treating tuberculosis, cancer, heart trouble, rheumatism and other prevalent diseases more widely known to medical men in different corners of the globe.

WHAT does the Medical Science Congress hope to accomplish? Perhaps the following story may explain its proposed function, in part:

In the summer of 1947, several important international meetings, all devoted to related fields of medicine, were held simultaneously in widely separated cities of the globe. One was a congress on cancer meeting in St. Louis, in the United States. The second was on microbiology in Copenhagen, another on physiology was held at Oxford, and the fourth on cytology at Stockholm. These were all meetings dealing with medical subjects in closely associated fields, and many of the scientists attending one of the congresses keenly desired taking part in several of the others. Obviously, however, they could not be in different parts of the world at the same time.

Through the new Medical Congress Council it is hoped that future international meetings in related fields of medicine can be so arranged for time and place as to present no conflict for medical scientists wishing to attend various congresses.

The new medical organization will be sponsored jointly by Unesco and the World Health Organization, both of which will contribute an equal amount for its operation.

The Permanent Council is however planned as an independent non-governmental body.

In addition to co-ordinating congresses as to dates and places, the Council will provide information to and on medical congresses both on their programmes and on the technique of holding congresses.

An important function of the Medical Council will include material assistance to congresses by helping in the transfer of funds, facilitating international travel of their members and by supporting the publication of their proceedings.

Professor J. Maisin, General Secretary of the International Union against Cancer, will be chairman of the new co-ordination committee.

Official Bulletin

Unesco has begun publication of an Official Bulletin, which will henceforth appear every two months in English and French editions.

This new periodical will give an account of the important official decisions and activities of Unesco.

Unesco Aid Sought On World-Wide Science Teaching Policies

An appeal to Unesco for leadership in establishing worldwide policies on teaching natural sciences has been voiced by the Natural Science Teachers Association of the United States.

The apeal called for a "more adequate programme of science in general education" and suggested that Unesco gather information and prepare a booklet containing a statement of the policies and activities of the Natural Sciences Department of Unesco.

The organization of Science Teachers, representing all parts of the United States, also suggested the formation of an international organization of science teachers and stressed the importance of maintaining freedom of inquiry in all fields of science.

Over 3.000 to Attend Unesco Conference in US This Month

OVER 3,000 delegates representing some 800 United States organizations and communities are due to arrive in Cleveland, Ohio, at the end of the month to attend the second nation-wide conference of the U.S. National Commission for Unesco.

Details of the results of the conference, which is meeting from March 31st to April 2nd, will be published in the next issue of the "Courier".

The purpose of the conference, whose theme "Nations will come together not to destroy but to construct" was inspired by the words of Louis Pasteur, is to discuss and demonstrate practical ways in which individuals and communities can share in Unesco's work.

One of the principal speakers will be Dr. Jaime Torres Bodet, Unesco's Director-General, who will give expression to his personal faith in Unesco at a public meeting in Cleveland's auditorium, which seats 10,000 people.

Among the other distinguished persons due to speak are Mrs. Franklin D. Roosevelt, who will discuss the Declaration of Human Rights; Sir John Maud, of Great Britain; Sir Arcot Ramaswami Mudaliar, of India; Mr. George V. Allen, U.S. Assistant Secretary of State and Mr. Milton S. Eisenhower, Chairman of the U.S. National Commission.

After group discussions on six special areas of Unesco interest and on how community resources and individual help can be used within these areas, the delegates will be shown how the Cleveland community has been organizing in order to carry out Unesco's aims.

Australia Offers To Aid War-wrecked Museums

Museums of Australia have offered to help war-wrecked museums overseas to replace items of minerals, fauna and flora used in teaching. In communicating this offer, the Australian Government asked Unesco to obtain lists of items urgently needed by devastated museums.

Unesco has supplied the Australian authorities with lists already received from museums in Warsaw, Lodz, Wroclaw and Krakow, Poland; in Prague and Banskej Stiavnici, Czechoslovakia; and Salonica, Greece.

Just Issued

A survey of education losses in Asia, Malta and Hungary.

Unesco Pays Tribute to Albert Einstein

On His 70th Birthday

Internationalist

By

Professor Niels BOHR

(Continued from page 1)

The names of Gauss, Lobachevsky, Bolyai, Riemann, Ricci and Minkowski here again remind us of the fertility of international co-operation in all fields of science. And the same may be said of Einstein's other outstanding work.

For example, his explanation of the irregular motion of small bodies in liquids, based on the ideas of Maxwell, Boltzmann, Smoluchowski and Gibbs, made it possible for Jean Perrin accurately to count the atoms of which substances are built.

Dr. Bohr

We find ourselves today in a new epoch in physical science, in which experimental discoveries and theoretical methods have led to a rapidity and fecundity of progress made possible only by international co-operation of an unprecedented activity and extent.

It is not possible in this occasion to disentangle the contributions of individual workers, but mention must be made of the guidance, at almost every step, which Einstein has given us by his Relativity theory and by his analysis of elementary quantum phenomena.

Altogether, this short exposition of Einstein's scientific achievements aims at giving an impression of the extent to which his originality of outlook has made him an innovator in science. At the same time, I have attempted to remind you that all scientific endeavours are parts of a great common human enterprise.

The gifts of Einstein to humanity are in no way confined to the sphere of science. Indeed, his recognition of hitherto unheeded assumptions in even our most elementary and accustomed concepts means to all people a new encouragement in tracing and combating the deeprooted prejudices and complacencies inherent in every national culture.

With his human and noble personality, characterized equally by wisdom and humour, Einstein himself has through all his life, and not least in these latter years, worked for the promotion of international understanding. On his seventieth birthday evidence of the veneration and gratitude our whole generation owes to him will reach Einstein from many sides, and we all want to express the wish that the hopes for which he has lived and worked may be fulfilled to the benefit of all mankind.

THE SCIENTIST

By

Dr. Arthur COMPTON

Nobel Prize-winner in Physics 1927

I want to say a word about Albert Einstein as a scientist, for it is as one who has greatly clarified man's view of his world that Einstein will always be remembered.

Einstein's great contributions to science are his "Principle of Relativity" and his theory of particles or "quanta" of light. These are fields of knowledge so specialized that most persons consider them too abstruse to understand and too theoretical to affect human life. It would be possible to tell how these theories have indeed aided the advance of practical physics and chemistry, and how they affected the outcome of the recent war. But this would put the emphasis in the wrong place.

Einstein is great, not because of any effect he may have had on our habits of life, but because he has shown us our world in truer perspective, and has helped us to understand a little more clearly how we are related to the universe around us.

In 1921 the Nobel Physics Prize was given to Albert Einstein "for his discovery of the law of the photoelectric effect". This was selected as an aspect of his theoretical study that was subject to precise test and had been thoroughly verified by experiment. It is, however, his "Principle of Relativity" that has properly brought to Einstein his great fame.

"The Principle of Relativity"

ROUND about 1900, new properties of rapidly moving objects were discovered that did not fit with the long accepted ideas of physics. Typical of these properties was that the mass of an electron was found to increase greatly if it was set in motion at very high speed. One special assumption after another had been introduced to account for such effects, but these special assumptions themselves had no justification.

Then, in 1905, Einstein suggested that the laws of physics as we observe them may be in no way dependent upon how fast we are moving through space. It is only how fast an object is moving **relative to us** that, on his view, can affect the way things on this object appear to act. The mathematical consequences of this simple assumption were found to fit with the changes in the properties of objects moving at very high speeds. No further special hypotheses were needed.

Accordingly, since Einstein, science has given up the idea of any framework of space, such as a fixed "ether", relative to which we might think of ourselves as moving. The only motion that has any meaning, according to the "Special Theory of Relativity", is the motion of one object relative to another.

Among the unexpected consequences of this theory is that the mass of anything is proportional to its energy, a result now well verified by experiment. It was this principle which led Lise Meitner to find the enormous energy associated with atomic fission.

A New Concept of Weight

HARDLY was the scientific world becoming accustomed to think in terms of this "special" relativity when, in 1915, Einstein introduced a "general theory of relativity". This took into account not only the speeds, but also the changes in speed, or "accelerations", of objects relative to each other.

It introduced a new concept of weight: according to Einstein now, the weight of anything, that is, the pull on it by gravity, was itself nothing but the reaction against an enforced change of motion.

Dr. Compton

This concept meant that in the neighbourhood of a massive body, such as the earth, toward which objects fall if left to themselves, there must be a natural state of motion that is different from that at distances far away from such masses. This natural state of motion near the earth Einstein found could be described by modifications of space and time in its neighbourhood, modifications that correspond roughly to the curvature of the "parallels" of longitude on a globe.

The most celebrated consequence of this was that tested by the British expedition to observe the solar eclipse of 1919; namely, the effect of the sun's attraction on a ray of light passing near it. The delicate astronomical studies made then and since have confirmed these and other predictions of Einstein's General Theory.

This General Theory of Relativity also has its remarkable consequences. One of these is that there cannot be an endless amount of matter in the universe. Not only is the space near the earth and sun curved; the space including the whole system of stars is also curved, and this curvature puts a definite limit on how many stars can be in the universe and

Expanded Horizons

THUS Albert Einstein has made it possible for man to see himself in truer proportions. His concept of light quanta has helped us understand the atoms that make up the world of which we are a part. In his special theory of relativity he has taught us that we must think in terms of objects that we see, not in terms of some imagined framework of space.

By his general theory of relativity he has unified our laws of motion and our law of gravitation, and has opened the way for us to see with new clarity our universe, finite now in extent, but vaster far than had been dreamed before his thoughts stimulated the imagination of the scientific world.

Einstein continues his studies. He still hopes to bring all the forces that physics knows, gravitational, electrical, and nuclear, into one unified formula. As yet that goal is not achieved; but in his progress towards the goal he has greatly expanded our horizons.

SEEKER AFTER PEACE

By

Prof. Jacques HADAMARD

Noted French Mathematician

For ten years now, Einstein has sought by every means in his power to cement the world into one international community. He has fought what divides the world, and he has fought towards an undivided world. He has been the proudest member in the ancient and international brotherhood of science; and his one wish remains to be as proud a member of the new international brotherhood of man.

Professor Jacques Hadamard, recalls some of Einstein's struggles for peace.

I shall not speak of Einstein's great contribution to the development of modern physics. I shall not speak either of his mathematical methods, interesting as they are, or of the powerful way in which Einstein uses them in his theory of relativity.

Of all his discoveries, this is the theory which has caused the greatest sensation.

However, the theory of Relativity was known only to scientists at the time that the war broke out in 1914. Two ideas of the world then stood face to face. That which inspired the Germans was expressed in the manifesto of the ninety-three intellectuals, which has remained infamous from that day.

A Manifesto Signed by Three

BUT the human conscience replied. A counter manifesto was signed by Einstein and only two others. By this gesture, the man whom scientists already knew to be great, showed himself no less so in his humanity.

Neither of these two characteristics of Einstein—his scientific genius and his high moral vision—was then known to the general public. That did not happen until 1919, when the Royal Society published the astronomical findings which strikingly confirmed Einstein's prediction. Then his scientific fame at once became universal; but at the same time it exposed him to the most violent attacks.

There were scientists, even distinguished scientists, who believed that his theory contradicted commonsense. And non-scientists spoke a more violent language. Einstein was a Jew. He had also chosen Swiss nationality as a youth (for he had already disliked the moral climate of Germany). And that was enough to have his theories called "un-German" and to make him unpopular in Germany.

At this very time, his theories were being attacked in France because their author was called a German. And elsewhere, so-called philosophical and political attacks joined forces: Relativity was called "Bolshevism in physics".

A Turning Point in his Life

EINSTEIN has never ceased to do important scientific work, but from that time this was no longer his only work. Indeed, his courageous counter manifesto of 1914 marks a turning point in his thought and his life. From that moment his mind was filled with a horror against war.

"My pacificism is not based on any intellectual theory," he said, "but on a deep antipathy to every form of cruelty or hatred."

Einstein leaves a New York hospital after a recent operation.

At one time he was elected a member of one of the Commissions of the League of Nations. Feeling that the League did not take a strong enough stand against the militarily powerful states, he resigned. But he returned, because he decided that what is good must be supported even though it makes mistakes.

It was about this time that Einstein came to Paris, in 1922, at the invitation of the **Collège de France.** We in the college were still afraid that there might be demonstrations against him by nationalist fanatics—the very men who later in 1940 collaborated with the invaders of our country. So we even kept his address in Paris a secret.

Prof. Hadamard

But our peaceful discussions were not interrupted, however, violent were the polemics outside the college. And though peaceful, our discussions did not lack liveliness: there were still sceptics who thought the new theory self-contradictory, and who did not understand that the contradiction was only between Relativity and their own deep-seated habits of thought. I am proud to have taken part in these discussions, and there to have argued with my dear and illustrious friend Painlevé.

Simplicity and Music

BUT I also had the pleasure of more intimate conversations and closer contacts, in which I learned to know Einstein in yet another light; the youthfulness, the almost disingenuous youthfulness of his look, and that great simplicity which marked even his deepest and most fruitful ideas.

To this pleasure was added that of a common love of music. It was a delight to have that great scientist reveal himself in my home as a first-class violinist with a rare musical gift, and to see the pleasure which he took in taking part in our musical reunions.

Cleaning Up China's Illiteracy

The Story of the 'Little Teacher' System As It Works in Shanghai

By
PORTIA KOO
Director, Shanghai Children's Programme, China Welfare Fund.

ILLITERACY can be swept out of China. Madame Sun Yat-sen's China Welfare Fund (C.W.F.) is adding to the proof every day, in the slums of Shanghai.

The burden of the proof rests on the shoulders of the very children who come to the three centres the C.W.F. has in strategic spots in the city. For these youngsters are groomed in the principles of the "little teachers" system and their success is demonstrating that this is a teaching method which some day must be adopted over all of China. After a year and a half of experimentation, the record of the C.W.F. youngsters demonstrates that this system it really a workable one. It can uproot and clean out illiteracy.

"Education delivered at your door". Two little teachers helping a seamstress to learn to read.

When the China Welfare Fund adopted the late Dr. H.C. Tao's "little teacher" system, it did so with great flexibility. This was because the method was originally conceived for use in the countryside and the C.W.F. centres are in the city. The living and pace of life are different. The necessity for learning is sharper. Therefore, the approach and even the contents of the text-books had to be revised.

Selection and Training

SINCE the children are the most important element in this system, their selection must be done carefully. A short cut to finding and training effective "little teachers" is to choose the brightest and most suitable children available, those who want to serve and help their neighbours. This works many different ways in practice. At the first C.W.F. centre in the western factory district, for instance, such youngsters were in evidence at a nearby municipal primary school. In order to initiate this work, the CWF took its first "little teachers" from this school.

Those who were doing well in their lessons and who showed signs of understanding the idea of rendering service were chosen. They were taught teaching methods. Since they came from poor families, the C.W.F. also helped them with their tuition so they could carry on with their education. These youngsters then taught the first children registered in the C.W.F. literacy classes who were picked right off the streets of Shanghai.

The "little teachers" at the second and third centres, however, were selected differently and now that the whole project has gathered momentum, this is the pattern of selection which is basic policy for the programme.

The same qualifications of brightness in class and willingness to serve were sought, only this time within the centre literacy classes. These children were given teacher's training and put to work among their own people. Although their education level was lower, the understanding of their pupil's living conditions was much better. This aided them in getting acceptance, especially as they began to set up classes in their shabby homes, on the streets or in any vacant spot in their neighbourhood.

Six Difficulties

EXPERIENCE has shown that the "little teachers" meet six main difficulties. The first is that most people do not understand the "little teachers" system.

Secondly, many parents fear that once their youngsters take up "little teacher" work, they will neglect their own studies. This is not the case, however, according to C.W.F. records. The "teachers" must prepare their own very well. They must thoroughly understand every character before they can teach it to others. As a result, the "little teachers" retain their lessons much more effectively than ordinary pupils in the literacy classes.

In fact, the children mentioned above in connection with first centre have proved themselves so proficient in their own schooling that the municipal primary school wishes to send more of their students to the C.W.F. centres for this valuable training.

Thirdly, since all of these children come from exceedingly poor homes, they are expected to do some of the household chores, and their parents are afraid their teaching work will prevent them from doing this. The C.W.F. must win and hold the confidence of the mothers and fathers since their recognition of the literacy work is important to its success. Therefore, the policy followed is to emphasize the need for doing the work at home quickly and efficiently so freedom can be won for the school—both to learn and to teach.

The fourth difficulty is centred about the fact that youngsters can sometimes be easily discouraged by severe criticism. C.W.F. learned this early in its work, therefore "setting a good example" is stressed as the corrective to be used by the "little teachers". This takes some time to get across to a few of the children, especially those who come from homes where the cuff and the kick are used to "keep kids in line". In such cases, the conduct of the adult supervisors is extremely important since they set the example for their young charges.

Fifth "Trouble-Maker"

THE fifth trouble-maker for the C.W.F. literacy programme is lack of space. The centres are much too confining, therefore the main work is being done outside, in the homes and alleyways of Shanghai's poorest districts. But this presents its own problems.

Most of the hosts and hostesses of the home literacy classes are the parents of the children who teach those very classes. The biggest job is to obtain the acceptance of the parents to this idea. Once this is accomplished, time after time, it has been witnessed that reluctance turns to co-operation, especially when the parents begin to take pride in their child's new work. What usually happens it that the class is soon crowding everything else, including parents and little brothers and sisters, out of the house, all with the aid of the older folks.

Five venerable teachers, who usually work side by side with younger instructors, discuss mass education methods they are applying in China.

As the word spreads that literacy is available for those who are willing to help themselves, the applicants increase in numbers. They constantly overcrowd the 24 classes held in the centres morning, noon and night. More and more home literacy classes are formed to meet the need and at this writing there are 41 in session—in kitchens, under matsheds, on streets, in street entrances, beside a grave or next to the local barber-shop.

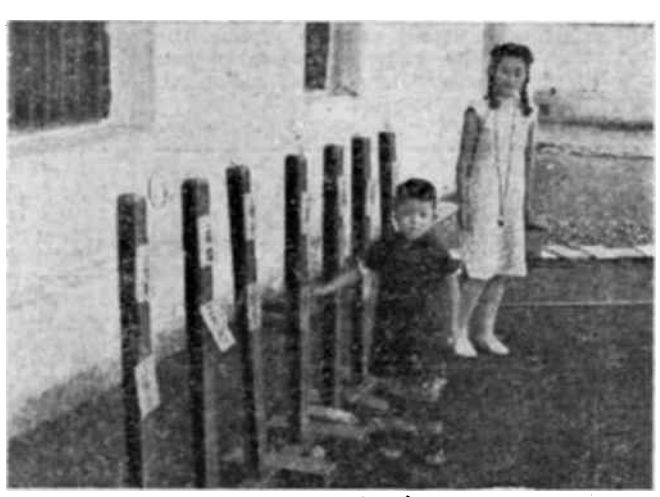
The sixth difficulty the home literacy teachers face is how to find class time that will please everyone at once. They cannot hold the class too early because usually one or two members of the family get up late. They cannot hold the class too late because so many of the homes do not have light. Consequently, class must be held sometime in the afternoon, sandwiched in between work, study and family duties.

The element of time enters into the problem in yet another way. It is hard to hold the classes punctually. Most families are too poor to own a clock. What usually happens is that the "little teacher" dashes to some nearby place where they do have a clock, gets the time and hurries back to start class.

Two Little Teachers

AS can be gathered, these "little teachers" are people with a great deal of heart. A closer view of the lives of two of them will prove this more conclusively.

Chen Lih-tsun, whose family originally came from Kwangtung, is one of six children. Their main support is procuring cigarettes for two vendors and Lih-tsun is most important in this breadwinning.



In the card method used in Chinese training centres, the pupil matches his wooden slab with the one on the post and the object on the ground.

Because of the shortage of cigarettes, he has to get up at four every morning and squeeze into a long queue to buy a few packages of this commodity. He buzzes around from one line to the other, buying as much as he can. These he sells at a profit to the vendors, who are located near a row of bars at the foot of Garden Bridge. He works for the vendors and the bars until 3 o'clock in the afternoon, when he is relieved by an elder brother.

Then he comes to the CWF centre where he teaches. He stays until evening, as he is now in the junior class and has his own studying to do. After this he tackles another class of his own in his neighbourhood. The centre personnel have tried to hold young Chen down, for his health might be impaired. But he drives on, learning as much as he can and passing it out as fast as he gets it. He is an example to all the "little teachers" and to the adults as well.

Another typical CWF youngster is Hsu Yung-hai, age 14, a native of Kiangsu and the son of a pedicab man. He was not in the centre literacy class long before he caught the fever to be a "little teacher". He was industrious and studied hard. When the first home literacy class was set up in a back street lane, it seemed only natural that this boy should be the teacher. He went after his job with great earnestness and soon convinced all the neighbourhood people that he was an efficient and excellent teacher. Indeed, some of them said Yung-hai taught better than an adult.

A typical wall newspaper used in China's mass education drives.

Becomes Trouble Shooter

HE became the centre trouble-shooter. Whenever a tough job came up, the adult supervisors looked around for Yung-hai. Consequently, in early September when the CWF was requested by people living in a slun a short distance from the centre to set up home literacy classes, Yung-hai was called to take over the task. He walked into a locale of makeshift matsheds huts and shacks surrounded by stagnant pools of water. It would have turned the stomachs of most kids not toughened by their own hard life. But this child went to work with a will. Not only has he taught his pupils over fifty characters to date, but he has the parents educated to the point of cleaning up those nasty ponds breeding malaria.

It can be seen that the children reached by the China Welfare Fund programme live lives marked by hard fact. In order to teach them to understand, they must be taught useful knowledge. As a result, most of the text-books that can be bought in shops are unsuitable for this kind of work. They are meant for pupils in regular schools, not for child labourers, garbage pickers, shoe-shine boys, orphans and refugee children. These youngsters need their lessons down to earth and concentrated, for they never know when their education will be abruptly stopped.

Text-book Problems

TO meet this situation, the CWF adult teachers have prepared four text-books to cover a two-year period, one book covering one semester of work. These books are packed with practical knowledge, especially relating to health and sanitation measures. The set of four are called "Books for All Ages", and can therefore be used for adult illiterates as we

Since it is impossible to write a perfect text-book, these will undergo constant changes as the centre personnel learn more about the people they are serving. None the less, at present the set of four serves to teach the pupils to read and write Chinese, some practical arithmetic and simple folk songs. In addition, the "little teachers" and pupils of the higher grades in the centre classes get lessons on the abacus, advanced hygiene and English once or twice a week, depending upon how advanced they are.

This programme the China Welfare Fund is operating, complemented by a medical and nutritional aid project, illustrates many important points in social welfare work. It demonstrates that only the poor really understand the poor, and can do the best work among them; that illiterates best understand the difficulties of illiterates; that children in these circumstances understand that this is their chance to serve their country and to cultivate their own talents; and that the basic principle underlying all of Madame Sun Yat-sen's work, "Help the people to help themselves", is without question the hope of the future China.

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UNESCO Courier Supplement

THE MISSION OF UNESCO

By J. TORRES BODET

On February 21, at the magnificent Palais des Académies in Brussels, the Belgian National Commission for Unesco was officially installed in the presence of many of the most distinguished representatives of Belgian education, science and culture.

Impressive ceremonies and various other celebrations, both in Brussels and at the university centres of Louvain, Liège and Ghent, marked the occasion and testify to the growing importance which public opinion attaches to the National Commission as the active arm of Unesco in each country.

Making his first trip abroad for this occasion since he took over his post in Paris, Dr. J. Torres Bodet spoke to the Commission and the people of Belgium on "The Mission of Unesco". In view of its major importance and its fundamental probings into the meaning of Unesco, the Courier *is reproducing the full text of this address in this special* Supplement.

I rejoice that my first official journey as Director-General of Unesco should be to your country. The nearness of our headquarters in Paris was not the sole factor which guided my choice. To my mind there are spiritual considerations which outweigh mere geographical proximity. The first of these is the interest which Belgium has always shown in the international work of intellectual co-operation and which has already taken the form of a major contribution to Unesco's activities.

Even before the 1945 Conference, the Belgian Government, established throughout the war in London, took part with disinterested zeal in the meetings of the Allied Ministers of Education, whose labours were to provide an excellent basis for the United Nations Educational, Scientific and Cultural Organization. At the Conference of 1945, where I had the honour to represent Mexico, I was able to appreciate the full value of the assistance given us by the Belgian delegation under M. Buisseret and to note that intense vitality which, despite the sacrifices demanded by the war, remains the outstanding quality of the Belgian people. Later, in Mexico in November 1947, and at Beirut in 1948, the delegations chaired with such distinction by M. Camille Huysmans, deeply impressed the Conferences by the vigour of their contributions and by their manifest and entirely logical conviction of the noble task that is Unesco's.

Worth of the Spirit

To the support which Belgium has ever given to Unesco I would add two other factors in explanation of my eagerness to make this particular visit, one of them historical and the other intimate and personal. The historical factor is this: if there be a people in all Europe which may be deemed to have reached a degree of maturity sufficient to attain Unesco's goal, it is the Belgians.

Their position on the map has made them the predestined victims of a succession of war-like adventures which they endured heroically without ever in their turn seeking to subject others to their own ambitions. All Belgium sought was to save the honour of its flag. There are few countries in the world which have proved as thoroughly as Belgium the worth of the spirit in the face of force or how justice overtops the invader's lust for domination. The shells which more than once have torn Belgium's soil could not breach the virtues of its people, its love of work, its compassion for the humble, its concept of impartiality and honour. That is a noble exemple, to which I am glad to do reverence, and in itself is a source of living hope for Unesco.

Personal Factor

I mentioned an intimate personal factor. It is my full appreciation of your ideals and your anxieties. From my earliest years, in the far-off country of my birth, beneath a sun which every evening gilds the pyramids of Teotihuacan and every morning brings back the memory of Queltzalcoatl, I have felt drawn towards your hard-working and poetic land, mystical and practical at once, able to enjoy realism even in the opulent mythology of a Rubens, but able also to escape from it in the dreamboat of a Rodenbach along the moonlit canals of Bruges.

In 1937, I came to live among you as the diplomatic representative of the United States of Mexico. On 26 November, 1948, the General Conference of Unesco, meeting in Beirut, did me the honour to appoint me Director-General in the place of my illustrious friend, Dr. Huxley, and on 11 December I assumed my present office. Since that day I have not ceased to meditate on the great difficulties Unesco has met in its course. Some of them are temporary and internal, their source a kind of growing pains. Two years ago Unesco, to all intents and purposes, did not exist; today it is a great international institution. What wonder then if everything is not yet exactly right in a machine put together in such haste and in charge of so complex, so vast and so diversified a programme?

Time and Experience

In face of a new international mechanism, our first impression resembles what Saint-Exupéry felt when he compared an aeroplane of Blériot's time with a modern streamlined aircraft. Disheartened by the difficulties of detail and the complications of the structure, dazed by the innumerable springs, levers and brakes, we stand perplexed in front of a collection of parts which do not yet make up a living whole. Let us not despair on that account. There is no success which does not follow on time and experience. Unesco will gradually acquire the organic flexibility it now lacks, and, the simpler it becomes, the better it will fulfil its functions.

"It appears," Saint-Exupéry said in speaking of his aircraft, "that the whole industrial effort of man, all his calculations, all his nightly toiling over plans had their visible conclusion in sheer simplicity, as though it needed the experience of generations to arrive little by little at the curve of a column, a hull or fuselage of a plane, and give to them the elemental purity of a breast or shoulder. It appears that perfection is reached, not when there is nothing more to add, but when there is nothing more to take away. When it is finally completed, the machine is hidden".

That is how we must go to work with the administration of Unesco: simplify it as much as is necessary in order that the machinery may be concealed and the Organization become humanized as we intend it shall.

Such internal difficulties can and will be overcome by the Executive Board and backed by the support and goodwill of the General Conference. There are, however, other difficulties inherent not in Unesco as a Specialized Agency of the United Nations, but in the United Nations themselves and, through the United Nations, in every government and every people. I mean the difficulties arising in every country from the clash between the imperative of the national will and those of a constructive internationalism. This is a difficulty which is not peculiar to Unesco; the same state of affairs is found, in the transitional period through which we are passing, at all levels of world co-operation.

The peoples yearn for collective agreement, but fear that if that agreement is arrived at it may not take account enough of the legitimate interests of each individual community. With their lips they declare that no practical international work can be accomplished unless States agree to a limitation of their sovereignty. But each of them asks in his heart: "Who will agree to surrender part of his sovereign rights? All of us? Then how much? Some of us only? Who? Only the weak?"

Economic and political agreements alike justify such doubts. Those doubts are still more justified in Unesco's case for, if there is anything which governments are not entitled to surrender, it is the culture of their peoples. Their culture is the very soul which gives them life, the secret of their individuality as units in civilization. That individuality is the fruit of their history, fashioned through long centuries by tradition and custom, by suffering and conquest, and to seek to assail it would be to outrage in peace a sanctuary which the most ambitions aggressors have seldom dared to violate in war.

Unesco did not come into existence to plot that assault. Far otherwise; its task is to work towards better understanding between the peoples by showing each of them all it has to gain by knowing and respecting foreign cultures, so true is it that foreign cultures serve to broaden our own concept of life and our own idea of civilization. Public opinion must be warned against the mistake of thinking Unesco capable of conceiving a civilization where unity would result automatically from the application of uniform rules and purely mechanical adjustment.

Intellectual Path to Peace

The intellectual path to peace and human brotherhood does not lie through any doctrinaire simplification of historic cultures. In any case such a simplification—where each culture would lose its special savour—would bring with it immeasurable impoverishment. It would be rather like the artificial language offered to us from time to time as a universal vehicle of thought.

However useful they may be for that purpose, they are never more than a collection of bloodless conventions, and only blind optimism could imagine their ultimately replacing the real languages, whose vocabulary has slowly gathered treasure from the lived experience of a people, from the joy and grief of its poets and the thought of its philosophers, and which have been given their form and colour by the innumerable things making up daily life, a particular kind of daily life, a particular way of living, in a word, a unique civilization.

It would be perilous for universal culture to become a kind of vast haberdashery counter, where dilettantes could choose at will what seemed to them rarest, most curious, most exotic. And there is another kind of universalism whose victory would be no less fatal, one in which the impossible came to pass and all became interchangeable. There would be little profit in that save for the slothful minds which had created it by selecting everywhere the items they thought best calculated to satisfy the most people most quickly, and which would necessarily be the crudest and the worst.

Universalism

Our heritage is marvellous in its diversity and we must lose none of it. Nevertheless, we must make it the possession of the whole world or, at the least, make possible the interpenetration of cultures rather than rejection or ignorance, sometimes even hatred and scorn, one of another. The first goal to be attained is sympathy, and, after that, mutual enrichment; not a collection of samples, nor a catalogue, nor an amalgam of mediocrities, nor some sort of highest common factor. It is not, of course, impossible to break down the different civilizations into their prime factors, but it may be neither so easy nor so quick to rebuild anything strong and viable from those prime factors, once amputated from the living and life-giving body.

Unesco's object in this field is in very truth to breathe into each culture the spirit of universalism, by inspiring it with the desire for understanding and exchange; by presenting to its gaze the peculiar qualities of other cultures in brotherly emulation, to lead it to awareness of its own, and to an effort to proclaim and to perfect those special qualities, avoiding both aggressive rivalry with others and the sacrifice of its own values to an idol made by many hands.

Classics and Cultures

However difficult this task may be, it is not beyond our achievement, for every culture, national or regional, has its roots in Man, and no better medium can be found for the fellowship of men than the fellowship of cultures. To become convinced of this, it is enough to glance at the classics most typical of each culture.

What could be more typically Spanish than the character of Don Quixote, what more Russian than Dostoiewski's characters, more Argentine than Martin Fierro, more German than Faust, more Flemish than Tyll Ulenspiegel? And yet those, the most completely national types of each literature, are also those best known beyond the borders of the land that gave them birth, those whose universal value is most readily perceived. And the explanation? Simply this: it was by seeking out all that was most original in their tongue and in the traditions of their race, by rummaging in the national store, that the creators of these characters managed to attain to eternal man. In other words, though cultures may be at variance on the surface and in the outer form of things, yet

the similarity of their ultimate objective impels them at least as strongly to come together.

Equilibrium Between Symbols

IN wartime everything becomes the symbol of conflict, right down to the best-known characters of a nation's classics. Yet not all the symbols fight for the regime in power in their motherlands. An example I have in mind is how in the last war the first bars of the Fifth Symphony acquired the status of the anthem of democracy. Beethoven against Hitler!

Can the sight of such protagonists fail to teach us faith in the incorruptible power of culture? Above—and below—the governments there are two forces whose conjunction is ever possible: they are, firstly, the peoples themselves and, secondly, the heroes in whom the peoples see the incarnation of their race.

Thus it was that Paul Valéry's lucid genius led him to say that peace is primarily a state of equilibrium between symbols. It is the reason, too, why, at the war's end, the United Nations resolved to set up an organization "for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind . . ."

It is interesting to read again the preamble to the Constitution signed in London on 16 November, 1945. This preamble says, among other things:

> *That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;*
>
> *That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded upon the intellectual and moral solidarity of mankind;*
>
> *That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern.*
>
> *For these reason*—the text goes on—*the States parties to this Constitution, believing in full and equal opportunities for education for all, an unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives.*

Unesco's Achievements

WHAT, then, has Unesco done to translate so rich a programme into acts? I will try to tell you briefly.

In the field of *Reconstruction*, Unesco has first sought to establish the educational, scientific and cultural needs of the war-devastated countries. The Secretariat keeps important information on this subject regularly up to date and disseminates it through various publications, such as the monthly "Bulletin of Reconstruction", which appears in English, French and Spanish, and the "Book of Needs", of which two volumes have been issued. Illustrated booklets have been published on special subjects, for example "Universities in Need", and "Suggestions for Science Teachers in War-Devastated Countries". The last in particular has proved extremely valuable even in countries not devastated by the war, but where public educatior still possesses only rudimentary equipment. It is at the request of those countries that we are now undertaking to issue Spanish, Chinese and Arabic editions of this pamphlet. Other pamphlets are being prepared on devastated libraries, laboratories and art galleries. A documentary film has been made on university reconstruction, and a very moving exhibition of photographs of children in Europe has just been sent to America.

ON the basis of all this information Unesco has helped to launch and co-ordinate national and international campaigns to collect the money for meeting such enormous needs. It has promoted the establishment of, and furnished the Secretariat for the Temporary International Council for Educational Reconstruction, which groups together the chief private organizations concerned in this big task.

We owe thanks to Belgium for having found 10 0/0 of the funds placed at our disposal, as the result of the campaign by the Belgian Committee of U.N.A.C.

From its own budget Unesco finds the means of providing emergency aid: in 1948 $395,000 and in 1949 $175,000 were devoted to the purchase of teaching equipment. This year a special effort will be made on behalf of the 200,000 children among the 800,000 refugees from the Middle East.

However, the problem cannot be solved simply by sending material, however necessary. The havoc wrought by the war in people's minds, and especially in children's minds, is even more serious than the material destruction. The problem of the re-education of child victims of the war is one of those to which Unesco intends to devote closest concern.

In the first place we have to restore to these children and young people, whose minds are obsessed by so much violence and poisoned by so much hatred, the desire to reconstruct and to share the experience of human brotherhood. In 1947 Unesco sponsored four international volunteer work camps in Belgium, France, Czechoslovakia and Poland. In 1948, it called a conference of organizations interested in the work of these camps, to co-ordinate and back up what they were doing. Books were collected and distributed among thirty work camps. In 1948 more than 50,000 volunteers furnished 3,000,000 hours of work in 135 camps.

Further, Unesco sponsored in 1948 a conference of Directors of Children's Villages, which met at Trogen in Switzerland and ended in the establishment of a special Federation for the development of this undertaking. The vice-president of the Federation's governing body is a countryman of yours, M. de Cooman.

SOME other countries escaped devastation by the war, but have for centuries been denied their birthright or otherwise victimized by the facts of History. It is to those countries that we are applying our programme of Fundamental Education. In the valley of Marbial, in Haiti, a pilot project is now being carried out in co-operation with other Specialized Agencies of the United Nations, like the Food and Agriculture Organization and the World Health Organization. Begun last year, this experiment quickly stirred the enthusiasm of the local inhabitants, it is in full swing and has already furnished valuable lessons.

That is only one example and, in this and in all the other fields Unesco's activity is not confined to undertakings for which it assumes direct responsibility. It has made it its business to stimulate, aid and advise a whole series of experiments and kindred projects organized by others, if it is only by ensuring the exchange of information and specialized knowledge.

In countries where education is well developed, practical study courses, also known as seminars, have proved an excellent method of joint comparison and research. The first course was held at Sèvres, outside Paris, in 1947. Its subject was the examination of studies best adapted for developing international understanding, and its success encouraged Unesco to repeat and extend the experiment.

Last year four seminars were arranged simultaneously at Ashridge (England), on the training of teachers, at Adelphi College (United States) on teaching about the United Nations at Caracas (Venezuela) on certain educational problems peculiar to Latin America, and at Podebrady (Czechoslovakia). For this year two such courses are being prepared, one will be at New Delhi and will be devoted to adult education in rural areas, the other in Brazil where the subject will be the campaign against illiteracy. These international courses are not only useful for the perfecting of educational methods, but also constitute highly encouraging experiments in international understanding.

Educational Missions

ANOTHER technique characterizing Unesco's educational work is that of educational missions. Up to now we had not been able to make a start, but I am glad to tell you that this year four countries have already asked for our help. The first mission has begun its work in the Philippines where, under the direction of an American expert it is responsible for the study of primary and secondary education. The second mission, headed by an Englishman, has just arrived in Bangkok. It is to advise the Siamese Government in its campaign against illiteracy. The other two missions are now being fitted up and will proceed, one to Afghanistan and the other to Syria.

All these missions are sent at the request of the countries concerned, which share the expenses with Unesco. They are made up of experts chosen by Unesco from the most highly qualified specialists in that field in which they are asked by the inviting governments for their advice. Here again international solidarity marches side by side with social advancement.

Certain other achievements or projects now in the course of planning I must pass over rapidly, interesting though many of them are. Thus I can only mention in passing the establishment of an international Universities Office, set up as a result of the Congress summoned by Unesco last year at Utrecht in conjunction with the government of the Netherlands and which was attended by two hundred universities from thirty-two countries. Nor can I do more than name the forthcoming Conference on Adult Education, which Unesco is arranging in co-operation with the Danish Government to meet in June at Copenhagen.

Better Textbooks

I MUST, however, dwell for one moment on a project particularly close to my heart. That is the improvement of school textbooks, and when I say improvement I am speaking of a juster presentation of humanity's profound solidarity, both in time and space.

This is a task which has been long under contemplation but has been constantly postponed; the present state of the world, however, gives it an urgency to which we can no longer close our eyes. That is especially true of history and and geography textbooks, whose authors too often emphasize the differences between men far more than their points of resemblance; the grandeur of their common destiny is wantonly distorted by the weight attached to their conflicts.

Let me not be misunderstood. We are not trying to establish, still less to impose, uniform textbooks for all the world. We acknowledge and respect the diversity of national conditions and traditions. All we want to do is to stimulate and help the responsible authorities in each country to undertake on their own account a revision of school books in the direction of that international understanding I have just defined. For this purpose the Secretariat, after very careful work, is now completing the formulation of objective criteria and general advice, from which, we believe, all may benefit. It is, in the last resort, for each to undertake his own reform.

Field Science Offices

IN the field of the **Natural Sciences** Unesco has already accomplished a remarkable task of international organization.

Since 1947 it has established four regional offices for international co-operation—at Cairo, Shanghai, Delhi and Montevideo—in order to create closer contacts between scientists and scholars who sometimes work far from their main centres of research. The functions of these offices vary with the conditions in each region: contacts with government services, scientific societies and institutions and individual scientists; technical advice, co-ordination of research work and the mutual communication of results obtained, information about documentation and scientific equipment; census of needs and the search for the means of satisfying them, exchanges of information and surveys, etc. Now withdrawn to Shanghai, the East Asia Office is completing the scheme of scientific and industrial equipment left behind by U.N.R.R.A.; it is distributing laboratory material among Chinese institutes. In Southern Asia the Delhi Office is studying the possibilities of manufacturing rubber and penicillin, not for commercial but for scientific and social purposes. The Cairo Office has been equally productive in the fields of both pure and applied science.

The Montevideo Office has spent most of its time on the setting up of the International Institute of the Hylean Amazon and its Constitution, which was signed by the founder states at the Iquitos Conference held last August under Unesco's auspices, is now in course of ratification. This damp and marshy tropical forest, rich in raw materials, oilfields, hevea, medicinal and nutritional plants and broken up by big rivers, extends over more than 5,000 kilometres in length and covers more than 7,000,000 square kilometres between the Andes and the Atlantic.

While respecting the customs of the natives, who are struggling for survival in these deadly areas, the Institute's aim is to open up these incomparable reserves to the work of man. There is a host of problems to be faced, ethnological and sociological, zoological, botanical and climatological, health problems, agricultural and hydrobiological problems, not to mention the political difficulties in the way of essential international co-operation. Through the Institute and helped by the enthusiastic aid of several countries and specialized organizations, Unesco's business is to solve these problems. Upon the success of its efforts depend in great measure the opening up and the rational development of a vast stretch of territory.

Conservation of Natural Resources

IN a similar connexion I must refer to the efforts of Unesco towards the protection of nature and the conservation of natural resources. Last year's conference at Fontainebleau led to the establishment of an International Union for the Protection of Nature, to which our help is promised. At present we are actively engaged, in conjunction with the E.C.O.S.O.C., in preparing for a very important conference to be held next August on the conservation of natural resources, this being one of the most burning and also most difficult problems of our time. Lastly, I must not fail to mention the Congress which, thanks to the hospitality of the Belgian Government, will meet in April in your capital and which, jointly organized by Unesco and the World Health Organization, aims at preparing for the establishment of a permanent Council for the co-ordination of international congresses of the medical sciences. If there is one field in which humanity should affirm its solidarity, it is surely in the campaign against disease.

Social Sciences

WITH regard to the **Social Sciences**, we have experienced much dificulty in framing a programme and putting it into execution. Besides, the problems here are more complex, the methods less approved and the collaboration of specialists is

of more recent date. Nevertheless, here also our work is beginning to bear fruit.

Economists, sociologists and specialists in political science and comparative law, invited from the different countries, are organizing themselves in response to our appeal and with our aid. The Secretariat in its turn, helped by many outside consultants, is undertaking various surveys which before the year is out, will result in publications of a quality which I hope will do us credit.

Among these studies I will mention two on the state and the methodology of the political sciences; a volume on "Aggressive Nationalism" (with chapters written by eight savants representing five countries); a series of monographs on the "Way of Life" (from eight countries), on the ideas which people of one country hold concerning their own and other nations (in nine countries), and finally on the methods for changing the mental attitudes of communities in their relations with one another. All these very concrete studies will go beyond purely scientific investigation; they wil aim at developing a rational understanding of human groups such as may lead to better inspired work in the cause of closer international understanding, tolerance and peace.

Translation of Classics

IN the kindred field of **philosophy and associated sciences,** international organization is still farther advanced. Last month, on Unesco's initiative, an international council of philosophy and humanistic sciences was set up. That success I am glad to be able to associate with the name of this city, which has once again manifested its concern for enterprises serving the cause of international co-operation.

In the field of the **Arts,** the International Theatre Institute, a creation of Unesco, began its life on 1 January of this year with a detailed programme of work.

A great deal of work is being done as regards translations. A list of translations and translators has been methodically prepared and put at the disposal of Member States, and Unesco also has in hand a programme of translations on its own account.

These are translations of the classics and of important classical works which, whilst being truly representative of the culture from which they originate have also, by reason of their value and wide appeal, attained universal interest. These books must be made accessible to all men in all languages, for they are a common treasury of culture and spiritual liberation. Unesco has initiated a two-fold programme which will be spread over several years, beginning in 1949.

One part of this programme, which concerns the Arab world, will include the translation into Arabic of world classics and the translation of Arabic classics into several well known languages. The other part is more particularly concerned with the translation into English and French of the most important works of Latin American literature. Both will provide plenty of material for fruitful intellectual relations.

The same may be said with regard to the visual arts and music, thanks to the collections of reproductions and recordings for which Unesco is organizing dissemination and exchanges on a large scale.

In the field of museums, where we work in close collaboration with the International Council of Museums, Unesco has made a notable contribution in the publication of a quarterly review entitled "Museum", of which the second number has just been issued.

In this connexion the programme adopted at Beirut includes an important resolution regarding measures to be taken for ensuring the preservation, and possibly the restoration, of historical sites and monuments. This seems to me to be a duty which is incumbent upon all civilized nations —a duty involving both respect for the past, to which we owe all that we are, and the education of future generations to whom we must pass on the precious heritage of civilization, of which we are the trustees.

Books and Libraries

OUR Organization has from the beginning taken a particular interest in libraries. For nearly two years the Libraries Division has published each month a Bulletin for Libraries which is sent free of charge to 6,500 libraries. This Bulletin has been most useful in connexion with the re-establishment of contacts interrupted by the war. A very successful Summer School for Librarians was organized last year in Manchester and London. Twenty countries were represented.

The most interesting of the projects that should be mentioned is, however, the institution of an international Book Coupons Scheme, which enables buyers in "soft currency" countries to pay in their own currency for orders placed with booksellers in "hard currency" countries, through the intermediary of Unesco acting as a clearing house thanks to its own resources. The scheme began to work on an experimental basis at the beginning of December; it concerns thirteen countries and has a ceiling of $150,000, of which $50,000 have been remitted in the form of coupons to ten countries. Its success was immediate and striking. France's share, for example, was absorbed at once. In Czechoslovakia, the distribution of coupons gave rise to official demonstrations. The effect was the same in the United States of America; numerous orders for foreign books were placed at once.

As regards copyright—in which Belgium has always taken an active interest—a methodical enquiry has been carried out during the last two years. A great many documents have been collected. We have just published the second number of an Information Bulletin which will form a link between specialists on this subject and the numerous professional associations concerned. Once the work of collecting documents and making contacts is finished, we shall have arrived at the stage when the question of a Universal Convention on Copyright should be considered—and it will be considered.

The Department of Exchange of Persons published last month an **International Handbook of Fellowships,** which concerns twenty countries and in which more than 10,000 fellowships and other facilities for studies abroad are listed. Unesco now has its own programme of fellowships, however, paid for either by our Budget or by endowments whose administration is entrusted to us. The number of fellowships for which Unesco is directly responsible is now 220. They were at first reserved for war-devastated countries but will be extended this year to economically backward countries and trustee territories.

BUT our greatest efforts must be devoted to mass communication —by press, radio and films—if we are to fulfil our task of promoting international understanding and better social conditions.

Work in this domain was begun by a far-reaching enquiry into the technical needs of the press, radio and cinema. This enquiry was carried out in 1947 in twelve war-devastated countries of Europe and the Far East and has since been steadily extended to other parts of the world. Seventeen countries in Europe, Asia and America were covered in 1948. Fifteen others will be covered this year, including some in Africa. The results of this enquiry have been published in two volumes which constitute a mine of information such as has rarely been collected hitherto.

On the basis of this information, a Committee of Experts which meets annually has recommended a series of measures designed to remedy the lack both of equipment and of trained personnel which appears to be general. It must be admitted that our efforts have not so far produced any tangible results.

An Organization like ours is in fact somewhat poorly equipped for overcoming the economic, financial, and even political, obstacles with which this problem bristles. But we do not despair of making ourselves heard, once it has been realized by the professionals and by public opinion that our cause is also theirs. This is the spirit in which we are now busily preparing a series of pamphlets on special subjects, special that is as regards their technical terms, but of very wide range, such as the professional training of journalists, the production and distribution of newsprint, the use of radio in education and the manufacture of cheap receiving sets and cinema projectors. And this is the spirit in which Unesco is preparing to take part in the Conference on Wood and Wood Products convened by the Food and Agriculture Organization next April in Montreal, at which we intend to put forward the extremely important question of the production and distribution of paper.

Press, Radio and Film

AS regards the free flow of information, the Conference at Beirut adopted the text of a Convention whereby visual and auditory material (gramophone records and films) of an educational, scientific or cultural nature may henceforth be imported free of customs duty. This is the first international agreement to be drawn up by Unesco. Other agreements are already under consideration, for it seems to me that an inter-governmental Organization like ours possesses here a legal tool which has perhaps not been sufficiently used in the past. We are engaged, in particular, on a draft convention concerning the duty-free importation of books, newspapers and periodicals, which has been drawn up by a Belgian expert and is sure of a welcome in this stronghold of free exchange.

Finally, a special service has been set up to ensure a fuller use of the immense informative and persuasive possibilities of the press, radio and cinema for the promotion of the ideals which Unesco was created to serve. After a long, hard preparatory period, this service has at last reached the productive stage. A weekly bulletin of information suitable for broadcasting on educational, scientific and cultural events and topics—the most important events and topics of mankind's real mission, and yet the least known, the least appreciated —has recently been published. It is sent free of charge to some hundreds of broadcasting stations throughout the world and we hope that a good deal of its contents will be disseminated. I should like to mention that this bulletin is the result of recommendations made to Unesco by broadcasting directors from seventeen countries who met in Paris, in October 1948, under the chairmanship of M. Fleischmann.

We mean to concentrate this year on two main subjects:

1. Food and People;
2. Human Rights.

I have already touched on the first of these subjects in connexion with the conservation of natural resources. The second sums up, justifies and conditions all the rest.

Human Rights

ON 10 December 1948, the General Assembly of the United Nations approved, in Paris, the Universal Declaration of Human Rights. Unesco was bound to welcome with enthusiasm a document of such scope. The General Conference at Beirut instructed me, by acclamation, to stimulate the dissemination of information about this declaration and to advocate its inclusion in the teaching regarding the United Nations given in schools.

In accordance with this decision, I suggested to the governments of Member States and the National Commissions that, in order to impress on the minds and hearts of young people the memory of the historic moment when the value of the human person was universally proclaimed, the 10th December should be observed each year in all school as a day of recognition of the principles of the liberty and dignity of Man.

I added, in particular, in my communication that the world was longing for an era of peace which would enable every man to develop his creative powers to the full for the benefit of all and in the cause of progress. Peace and justice require, indeed, above all things the strengthening of that intellectual and moral solidarity without which, as Unesco's Constitution states, the economic and political arrangements of governments would not secure the unanimous, lasting and sincere support of the peoples of the world. One thing is needful if this solidarity is to spring from a real harmony of minds and not from a passive interdependence of wishes: respect for the human being in his essential integrity and his multiple diversity.

Unesco therefore finds support and encouragement in the Universal Declaration of Human Rights. The recognition of the principles affirmed in the Declaration and the dissemination of those principles through teaching will help to strengthen the faith of every human being in the dignity of his existence and to foster the fraternal impulse which bids him join with all his fellows to save by united action the heritage of civilization.

I have given a rough outline of Unesco's task. It will be difficult, no doubt, for obstacles arise in our path at every step. But if we succeed, our success, important enough in itself, will also be a pledge of the success of the entire international system which originated in the Charter of San Francisco.

Fellowship Between Nations

WHEN we met in London, in 1945, to establish Unesco, I explained what I thought was the most burning problem of our time: how to raise the standard of the masses without lowering the dignity of the individual. May I recall the words I used on that occasion? Never have we been so deeply indebted to the ordinary people, whose mute heroism has once again been the means of saving the human race; and never have the ordinary people been so indebted to their leaders. Without the General Staffs of engineering and science, how could they have secured the triumph of their ideal? This twofold debt now owed by the world (both to the general public and to the men who forged the very instruments of victory) lays upon us the duty of trying to construct some form of society in which the masses will not be neglected in favour of exceptional figures which may arise, any more than individuality will be smothered by the progress of the masses. The only solution is perhaps to reconcile these rival claims, keeping in mind the need to replace the conflict between the Rights of the individual and the Rights of the community by a social structure in which the best citizen is also the most complete man.

I see that I have given there a definition of the ultimate aim of Unesco That aim is to promote, through education, science and culture, such fellowship between the nations of the world that each country will give its highest esteem to those of its sons who best serve the cause of humanity.

Today, when the Belgian Commission for Co-operation with Unesco has honoured me by its welcome, what else could I wish for than to see all its members working, each in his own sphere, to hasten the advent of that new man, the perfect citizen of his own country and perfect citizen of the world?

Belgium has always advocated peaceful settlement in times of strife. This country, so heroic in its resistance, has nevertheless always been prompt to lend its voice to counsels of wisdom and persuasion. Unesco therefore has every reason to expect from it most valuable assistance. Your help will encourage us to persevere.

In conclusion, I would like to quote the noble words of one of your great poets who said, forty years ago:

"If, in the evening, you climb a mountain, you see the trees, houses, village church, meadows, orchards, the highroad, even the river, getting smaller and smaller until at last they are swallowed up in the encroaching shades of the valley. But the tiny points of light which twinkle in the blackest night, wherever there are human habitations, do not grow dimmer as you climb. With every step that brings you nearer to the summit, you discern more and more lights in the villages sleeping below. So it is with our spiritual lights when we look at life from a higher plane."

In our day, so full of encroaching shadows, we have come to realize how precious are those spiritual lights. Let us see to it that they are kept burning: this is our most imperative task.

Torres Bodet's Sorbonne Address On Declaration of Human Rights

We publish below the full text of the address delivered on February 24, 1949, by Dr. Jaime Torres Bodet, in the large amphitheatre of the Sorbonne on the occasion of the solemn consecration of the Universal Declaration of Human Rights, in the presence of the President of the French Republic, M. Vincent Auriol, M. Yvon Delbos, French Minister of National Education, M. Paul - Boncour, former Prime Minister, and M. René Cassin, Vice-President of the Conseil d'Etat.

MAY I begin by saying how proud I feel to be here among you on such an occasion.

Within the walls of the University of Paris, the League of the Rights of Man and of the Citizen today pays tribute to what the United Nations have achieved in their determination to frame a Universal Declaration of Human Rights. Unesco wholeheartedly joins them in that tribute. The day when our Beirut Conference learned that the United Nations Assembly had adopted this Declaration the delegates with one voice expressed their wish that Unesco should bend its efforts towards publicizing among all classes of society a document which holds out such bright hopes for humanity. On 29 December I called upon the Member States of the Organization, to participate in this work of dissemination. Of all the answers to my appeal, today's demonstration is one of the most significant. In saying that, I am thinking of the enhanced value which attaches to the voice of France by virtue of its history, a history that has been wholly devoted to the service of a civilization in which man shall be able to express himself both individually and collectively.

Nothing in your country claims to lie outside the domain of man, neither the beauty of your monuments, nor the ordering of your institutions, nor the clarity of the most famous among your written works. It would be difficult to offer mankind a body of contributions to humanity better calculated than the sum of yours to meet the call for freedom and integrity.

Other cultures have attained in philosophy, in the arts and in literature, heights which command our admiration. But in that mental atmosphere, lucid yet not frigid and imaginative without being Utopian, which is the climate of France, there is never the feeling that other cultures are foreign. The realization is ever present that there can be no healthier or more solid foundation for the peace of the world than agreement among men in the spirit of justice and truth. In that spirit of justice and truth I recognize alike the most enduring aspect of your strivings and Unesco's essential goal.

Rights and Duties

THE League of the Rights of Man and of the Citizen has always been an active force in assuring the triumph of that spirit. Its vigilance has never relaxed; it has never lacked courage or resolution in denouncing injustice and demanding redress for the innocent.

The Universal Declaration of the Rights of Man has focussed your labours and our own efforts in their true perspective, which is the wish for universal progress. I do not claim to pass judgment on this Declaration in its details. I am not unaware of the reservations and even the criticisms that have been made about it. Moreover, every right connotes a corresponding duty. Perhaps, from this standpoint, not enough importance has been attached to the suggestion made by Mahatma Gandhi on 5 May, 1947, to my predecessor: "I learned from my illiterate but very wise mother", wrote the apostle of non-violence, "that the rights worth preserving are those which result from duty done. Thus the very right to live only becomes ours when we fulfil our duty as citizens of the world".

Two Decisive Questions

HERE I wish only to put two questions, but they are decisive ones, and ones which each of us no doubt asks himself. The first is this: What will be the practical value of a Declaration which makes no provision for legal sanctions? Would it not have been better to bind the signatory States by a Convention which would have had the force of a contract? And the other is this: What interpretation will each people put on the Declaration—What meaning will be given in each country to such general concepts as freedom of expression and information?

Do we not run the risk of seeing the political security of the State invoked to justify curtailment of that freedom? Worse still, have we not cause to fear lest certain men, within a political party or government administration may take it on themselves to decide of their own authority where the political security of the State begins and ends? And, at the opposite pole, do we not also run the risk of seeing the masses of the people acknowledge that freedom of expression and information is effectively secured in a society in which news, even though it escapes government censorship, remains the raw material of an industry and trade which are often subordinated to the interests of what are in fact monopolies?

These few remarks are by no means intended to detract from the importance of the Declaration, but rather to make it clear how closely Unesco's very future is bound up with its application. In the absence of a certain unity in the conceptions which the various peoples form of the principles of culture, the practical results of any international declaration can at best be only uncertain and precarious. That is why, at the moment, I am not unduly perturbed by some of its shortcomings.

In the present state of the world, a more coherent and ambitious manifesto would have been no more than a hypothetical forecast without any grip on reality. The very thought of reinforcing the Declaration by a list of penalties or of giving it the legal character of a convention is a forcible reminder to us of the use which the more favoured countries could make of the decree of an international tribunal, always ready to summon before it States which are economically and militarily weak, but usually much less ready to put stronger States in the dock.

A Proclamation of Honour

THE Universal Declaration of the Rights of Man is, in my opinion, the richest in promise of all the international texts to which the governments have subscribed since 1945 in order to give life to the San Francisco Charter and to create a firm bond between that Charter and the Constitution of Unesco. It is the first international manifesto which lists the rights of the individual and clearly states the conditions which all States claiming to respect the freedom and dignity of the human personality are required to observe. It is a proclamation of man's honour. It comes at the right time to a world where in all spheres collective forces are uniting to destroy the human being, whether with the object of propagating the creed of a regime or of preserving a state of society favourable to the minorities possessing power and wealth. It is an urgent appeal to remind governments that man exists, that he is not an automaton at the beck of systems of political or financial domination, and that he must be considered as an end and not as a means, as the one end which interests each of us to the same degree.

Such an alarm call brings us a message from all our brothers, white and black, Asiatic and Indian, learned and ignorant, rich and poor. It must resound in all such precincts as these, which have been built to house intelligence, to safeguard man's creative power, his frail destiny as a "thinking reed", free and responsible.

The Seed of Progress

IT is not by chance that the University of Paris placed at the disposal of the League of the Rights of Man the famous building from which she dispenses education so conducive to strengthening the work of Unesco. We, too, feel in a measure the beneficiaries of its activity, secure in the knowledge that we also are pledged to the course which will help to shed light in that most vulnerable, and for that reason often most inaccessible of citadels, the heart of man.

But let us be quite clear. Man's assent to what is best in men—their capacity for compassion and understanding—unfortunately does not depend solely on intelligence. That assent is innate in Man and is, as it were, the seed of his progress. If it is true that science and culture form the most favourable climate for the growth of this seed, it must not be forgotten that science and culture are, by nature and vocation, instruments of peace. They must therefore dedicate themselves, selfessly and without reserve, to improving the lot of the masses. Today, when the world is passing through a material and moral crisis, an inner circle of intellectual Brahmins might open a dark gulf between man and men, between peace and justice, between the intellect and civilization.

A Boy and A Map

MAY I repeat to you a story which was popular among diplomats before the war? An English university don had invited to his home a few of his intellectual friends. But their conversation was continually interrupted by one of the host's sons, a boy of six or seven, who kept on pestering the guests with questions. In order to get rid of him, his father thought he would set him a game taking some time. He tore up a large map of the world which was lying on the table and told the boy not to come back until he had stuck the map together again. He thought he would get rid of him in this easy way for some considerable time.

He was greatly surprised when the child returned a few minutes later with the work completed.

They were not long in discovering the secret of the young cartographer. The map had been printed on paper, on the other side of which was the silhouette of a man standing erect. To put the pieces in order, the child had not had to rely on his knowledge of geography, no doubt very inadequate, but on something much more tangible, the visible structure of human beings. Thus, by reassembling the picture of the man, he had reassembled the map of the world.

Is there not an important lesson for us in this story?

It is only by thinking of Man and by endeavouring to refashion him (to refashion his conscious mind, his love of good) that we shall succeed one day, without too many hesitations and errors, in giving a new political contour to the earth, and in remaking the social and economic map of the contemporary world.

Towards World Citizenship

THAT is the duty of those who, like you in this University and ourselves of Unesco, are devoting their efforts to winning Man, through culture for the common adventure of humanity. Unesco's main task is to find men, individuals, among the citizens of all nations, among the inhabitants of all countries. Individuals speaking different languages, singing different anthems, rallying to different banners, but all of whom, despite the unfortunate disparity of their resources, endeavour to overcome the same anxieties: poverty, fear, ignorance and disease, to the end that economic and cultural conditions more equitable for all may enable them to reach self-expression.

Yes, we are looking for individuals. But amid so many threats and compromises, where are they to be found? During the war they disappeared, swallowed up by the Moloch of the Army. Today, after the signing of armistices, when peace should be established, we still hear the groans of the individual behind the ramparts of narrow nationalisms.

That voice is drowned by the din of every kind of propaganda. Often it reaches us distorted by those who should be most concerned to transmit it to us faithfully. And, what is most appalling, the absence of the individual, his submission to the dictates of factions, endangers the working of an international system whose final end is indeed a universal policy and economy, but which must nevertheless rely on local, national or even regional realities.

Unesco has entered the lists against the perils of this disappearance, this submission of the individual and has engaged all its resources in the task of awakening in the conscience of the peoples the inner summons to world citizenship. In such a task the help of the intellectuals of France will be of great value to us.

A Solemn Responsibility

The Universal Declaration of Human Rights confronts us with a solemn responsibility which we cannot evade: it is for all of us to ensure that each of these rights becomes a reality in all circumstances and in all places. It is not by decrees that we shall succeed, but by a common effort, in which each will contribute his part, whether by understanding or by persuasion. For, in the words of one of the greatest poets of our time, "the individuality of Man is priceless, for it is that alone which enables us to realize the universal".

Monsieur le Président de la République :

My last words are addressed to you, whose presence today, in the amphitheatre of a University so dear to us all, has the significance of a testimony of which the world has never been unheedful.

You show us that France is proud to acknowledge Man's creative mission.

Nothing could be in closer harmony with the traditions of the people to whom the world owes the glorious principles of 1789. And the Universal Declaration of the United Nations is inspired in many of its clauses by those principles.

Testimony of such authority is to Unesco both an encouragement and a promise. I am grateful for that encouragement and deeply stirred by that promise.